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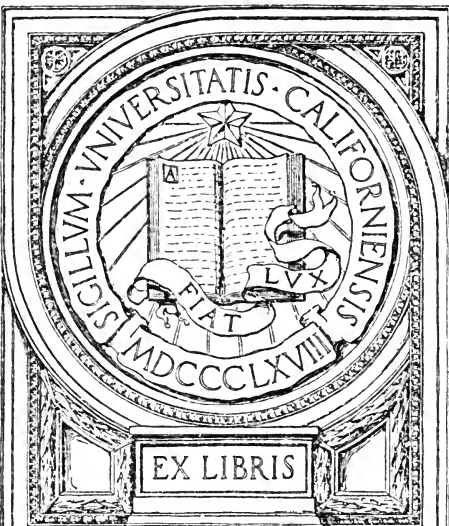
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COURSE OF STUDY

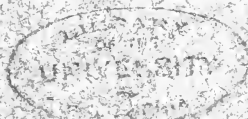
AND

RULES AND REGULATIONS

OF THE

LEWISTON CITY SCHOOLS

INDEPENDENT SCHOOL DISTRICT NO. 1
NEZ PERCE COUNTY, IDAHO

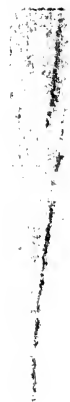


OFFICIALLY ADOPTED SEPTEMBER, 1914

THE
JOURNAL OF
THE
ROYAL ANTHROPOLOGICAL INSTITUTE

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MAY DAY EXERCISES.
Lewiston City Schools, May, 1914.



Organized play—a vital phase of school life.



Folk games—old but ever new.

PROMOTING HEALTHY CHILDHOOD—THE CHIEF
CONCERN OF EVERY COMMUNITY.



Many a beautiful lesson is taught in the play.



A delightful old, old game.

Course of Study
and
Rules and Regulations
of the
Lewiston City Schools

Independent School District No. 1

Nez Perce County, Idaho

Lewiston, Idaho

Issued by the Board of Education:

R. M. Coburn

P. R. Bevis

E. W. Wing

R. L. Spiker

J. D. Jacobs

F. W. Simmonds

Officers of the Board:

R. M. Coburn, President

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F. W. Simmonds, Superintendent

Officially Adopted September, 1914

L 151563
L 473
1914

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FOREWORD.

The purpose of the Course of Study is to give teachers and parents a general vision of the ends to be attained; to so organize and simplify the work that the teachers may know definitely from time to time what is expected.

Never in the history of education has so much been expected of the teacher as today. And the teacher who is successful in ministering to the many educational demands made upon him, must be a worthy leader in the highest and best sense of the word.

The traditional curriculum was never designed to meet the demands of our present day complex, industrial civilization. The old school confined itself largely to mere knowledge getting, and most teaching was reduced to the deadening routine basis of merely determining whether the pupil got exactly the amount of knowledge prescribed.

This plan was not so bad when the home and the farm conditions furnished the boys and girls apprenticeship in industrial work. But this training for work and vocational guidance has largely passed from the realm of the home to the school. Today the American school system is under fire, in fact it is always under fire. Public opinion is critical of a system which makes easy the advancement of a few to positions of commanding influence but which provides no voca-

tional training for the many who cannot afford to remain in school beyond the common school period.

The traditional "cultural" course of study has suffered many alterations during the past decade, even at the hands of the most conservative institutions of learning where the "sacred" classical subjects have been forced to yield their dominating position to subjects more closely related to the problem of every day life. The term "culture" looms as a specter, frowning whenever any attempt is made to develop a school curriculum that will cultivate the mind and at the same time train motor activities of the child, so as to produce as efficient type of character befitting modern conditions.

"In place of the former demand," says Roark, "that the teacher should know only the three R's, there has grown up the more rational one, that he should know the three M's—matter, method, mind."

Books and bookishness alone never represents education. Nor do they necessarily result in culture—initiative and ability to adapt himself to the environment and problems of practical life are of far greater moment in the educational creed of today.

The progressive educational movement seeks to extricate the curriculum from the educational ruts. Because of the brief time spent in the elementary school by the average child, it is of the utmost importance from an economic standpoint that the gap existing between the school work and the vocational activities be bridged. The entire mass must be leavened, giving every child an opportunity to secure an adequate and practical education, leading to industrial and commercial life as well as to the professions.

But after all, the *best results* will primarily never be determined by the course of study, text-books, or supervision; but by the personality of the teacher, that awakens the feelings, stimulates the ambition, inspires the sense of something to be achieved and gives purpose to life.

QUALITIES OF LIFE, CHARACTER AND SPIRIT

**That the Board of Education Earnestly Desire
Should Characterize the Lewiston
City Teachers.**

High Ideals of life and character.

Loyalty to the school, to fellow teachers, to those in authority, to the community. Loyalty is not a thing apart, it is a vital quality of mind and heart.

A proper reverence for God and his allwise laws of nature. No irreverent teacher can ever be a good teacher for anyone's child.

Faith, the great force that leads up on step by step in the evolution of the greater manhood and womanhood. Faith is one of the prime attributes of every heroic soul. No great work was ever wrought without a great and growing faith, faith that sometimes walks out on seeming void to find the solid rock. Faith in God—faith in their fellow workers—

faith in their cause, and faith in themselves, furnishes the key that in a large measure reveals the secret of a Columbus, a Martin Luther, a Joan of Arc, a Cromwell or an Abraham Lincoln. The teacher who loses faith in the dynamic power of the regenerating force of nature falls heir to the terrific rebuke given by the Great Teacher when he said, "Oh, ye of little faith."

Optimism in all things. Learning comes only by hope, and hope by a cheerful spirit that will not be daunted by discouragement.

Public spirit which shows a willingness to take part in community interests—to pull on the "tugs" instead of on the hold-back straps. A right public spirit is the most important element to be cultivated in school life. The Germans call it the "Zeitgeist" or "spirit of the time." It is felt rather than seen but manifests its power in a multitude of ways, encouraging, stimulating, strengthening everyone to catch the vision of better things, and cooperating in attaining them.

A realization that teaching is a social vocation, a community service, and not a selfish pastime.

Ambition to grow and keep abreast of the times. Occasionally one meets a person who thinks it a sign of superiority to take no interest in anything new. It is really a sign of decay. Such persons' intellectual arteries are hardened and they have already arrived at old age.

A Learner—Teachers must forever be learners, for school is no place for teachers who know every-

thing and have nothing to learn—they must be energetic and growing. They must make use of experience, teachers' meetings and professional literature. The only way a teacher may remain bigger than the work at hand is to GROW as the work advances. Catch the spirit of the great Rugby teacher, Arnold, when he said in reply to a friend's remonstrance, "Why do you spend so much time preparing to teach subjects that you have taught for thirty years?" "I wish my boys to drink from a running stream, and not from a stagnant pool."

Adaptability to the growing needs and aims of the school. The school of today, while having a wholesome regard for the traditions and textbooks, must frequently rise above them and go ahead of them. "The old order changeth, giving place to the new." New conditions are demanding frequent readjustments and the teacher must respond to the plans, purposes and spirit of the new order and cooperate in the new movements that are being undertaken for the school.

Good health and energy, which should be applied primarily to the work of the school and not to outside interests that sap vitality.

Personal neatness and due observance of the social properties—both in and out of school.

Frankness, sincerity and good nature in discussing differences with fellow teachers or those in authority.

Teaching power, ability to lead pupils to work in the right spirit—to inspire them to apply themselves

diligently to the work at hand in a systematic manner—example counts here.

A good judge of human nature—to be able to interpret child life in general and individual cases in particular, both for disciplinary and educational ends. Human beings are not all alike—different means and measures are needed in handling different cases and yet without partiality.

Ability to make fits where there are misfits. The teacher will frequently find that it is necessary to sacrifice both precedent and tradition for the benefit of the pupil. The school is a living, growing, organism, not a machine.

Leadership. There never was a time in history when the teacher's position was so important and when he was expected to be so much of a leader as today. Let the teacher measure up to these responsibilities and be a real leader—an active leader in a good sense in all the problems pertaining to the community welfare. With nothing but passive goodness and qualities a teacher may as well be a hitching post.

A vision which reaches beyond the present, the immediate and the selfish, to the future, the ultimate and the eternal—for the greatest of all teachers has left this principle on which his pedagogy was based: "I came that ye might have life and that ye might have it more abundantly."

FAILURE, RETARDATION, ELIMINATION

School teachers, more than any other class of people, come into intimate contact with significant so-

cial facts. And one of these is "that the child who is not promoted does not advance." The problem of regular advancement—promotion—bears a very close relation to the problem of retardation and elimination. The child who drops behind a class, becomes a retarded pupil and receives the stigma of failure, which with the attendant loss of pride is apt to develop in him the failure habit, and finally result in his elimination from the ranks of school workers. The failure habit once developed will likely follow him through life.

Retardation and failure must be reduced to the minimum in any efficient public school system. And to this end, let it be borne in mind that the homes must send better prepared boys and girls to meet their teachers. Their physical being must be cared for—their teeth brushed, their tonsils treated, their adenoids removed—there must be fewer pickles, less sweets and candy, and more good, wholesome food like mother used to make. The growing boy or girl needs an abundance of sleep at regular hours and fewer exciting, distressing entertainments. Better care of the child's health will aid much in reducing failures.

Moreover, in order that we may have fewer failures, let it be borne in mind that the child must exercise more energy, be stirred with a greater ambition to do more work. The teacher can do much and parents can do more, but the child who escapes failures must himself press the button of his own energy in order that he may ring the bell, success.

And yet in order that we may have fewer failures, let it be remembered that it will be necessary for us as teachers to be ever alert in discovering and interpreting what nature has done for the child—some children

are endowed with ten talents, some with five and some with only one. If nature has failed, we as teachers should be able to recognize the deficiency—if some of the windows of the child's soul have been left closed by Mother Nature, the skilful teacher, the wise teacher will seek by every means to let the light through the sources left remaining.

Constantly the skilful teacher is weighing her pupils "in the balance." Particularly is this work accentuated at the close of the term, when no doubt there will be a few failures—happy day if there be none—If the child fails it is a matter of serious concern. If he fails it is a fault—it is his fault, the teacher's fault, his parents' fault, the superintendent's fault, somebody's fault, nobody's fault, or the fault of the course of study. The responsibility must be located somewhere, somebody must assume and admit it. It is the teacher's duty to clear herself, to prove an alibi, or clearly fix the responsibility on the guilty party.

Finally in order that there may be fewer failures, it will be necessary for teachers to do more definite, clear-cut, practical teaching—there must be less mass teaching, more individual instruction.

Again let it be said, a child's failure is a matter of serious concern. There should be no patience with the attitude of the teacher who boasts of the excellence of her school, due to arbitrary failure and elimination of the slow ones. The public schools were never designed for, nor dedicated to, the favored or the few, but for *all* the children.

The efficient teacher will be constantly on the alert for tendencies and traits that may lead to failures—and just as soon as a failing condition is known,

correct it at once if at all possible. If failure seems imminent, notify the parents at once on report blanks furnished for that purpose, so that the parents may cooperate in the attempt to turn failure into success.

In all these matters study the problem carefully, study the child and the child's problem carefully, and be sure that you think in big enough units, and know a big value from a little one.

One of the most prominent and successful school men in America said in a recent address in this connection: "Teachers should be chosen for their *energy, enthusiasm, leadership and sympathy*," and he went on to say, "those teachers who allow the most pupils to fail or cause the most to drop out of school, are those teachers who have little skill in the art of teaching or those of the selfrighteous, unsympathetic type, who remain on their pedestals and offer no encouragement to the stumblers.

The Elementary School

Introduction.

The elementary school consists of the first six years' work—the first three years being known as the primary grades, and the following three years as the intermediate grades.

In the lower grades there is little distinction between the various subjects taught, the child's interest and self activities being the central point about which all subject matter ranges. As the work progresses from grade to grade, the lines of distinction between subjects becomes more pronounced. The teachers should strive at all times to correlate the work as much as possible and in each grade she should endeavor to make every school exercise contribute its part to right character forming and good conduct training. What a child *becomes* is of more importance than what he *knows*.

Any educational plan or system fails if the teacher, when face to face with his pupils neglects to awaken a keen, wholesome interest in the work at hand, and to inspire them with love for the beautiful, the good and the true.

In all teaching processes, teach the child—not the book. The book is merely an elaboration of the course of study, a mere means to an end.

Let it be remembered that here are three elements in the learning process, taken as a whole—*acquisition*, *assimilation* and *expression*. Too often the teaching process stops with the first two—what we acquire and assimilate is mere information and becomes worthless unless it finds expression in acts or a series of acts which determine conduct and form character. The primary school is the *objective* stage of the child's life. Through his senses he is getting a great store of percepts. Nothing except his racial instincts appeals to him very strongly, unless it is related to the objective world about him.

Objective teaching is most fruitful during this period. Expect very little in the way of connected expression.

The intermediate school constitutes the *judgment* stage of the child's life. He is still intensely interested in the objective world, but the abstract begins to attract his attention and he sets about classifying and arranging the knowledge that he has been getting recently and during previous years. This is the time to develop definitions derived directly from objects themselves, topical outlines, arithmetical analysis, etc. The first six years constitute the universal undifferentiated elementary school, in which the fundamental traits, habits, facts and attitudes are fixed as working tools; and the child's instincts and impulses are developed and organized as working interests.

The course does not prescribe what is to be done from day to day, but aims to distinguish between what is essential and what is incidental; to place a proper emphasis on each.

The successful working out of this course will depend largely upon the grade supervisor and principals, together with the closest cooperation of the teachers and special supervisors.

A PAGE FROM THE SUPERINTENDENT'S NOTE BOOK

A few observations culled from the note-book of daily visits. Conditions found and comments made. Many of these comments apply not only to one but to several teachers.

A teacher who has never fretted or complained during the school year, but seems to radiate good cheer and inspiration to everybody, every day, everywhere.

A teacher rather young in experience, who has developed remarkable power in leadership of children—who realizes that there is no class of pupils that does not like being orderly and studious when rightly managed. No rational teacher ever blames her class for idleness or disorder. Introspection in this case reveals the cause.

A teacher whose pupils seem to regard each new lesson assignment in the light of a joy conferred and an opportunity received.

A teacher who regards helpful criticism as a favor and welcomes suggestions with no lurking notion of killing the spirit in obeying the letter.

A teacher whose very life seems to permeate her work—who teaches the lessons she finds to teach with voice, hand and heart—no mere lip service there.

A primary room where unusual difficulties were presented—transformed into a veritable school garden, where today are growing and developing in a remarkable manner over forty little human plants, imbibing and developing virtues of friendliness, cleanliness, courtesy and good conduct—a most wholesome environment for character training.

A teacher who refuses to permit her mind to be a poisoned receptacle for unfit gossip concerning her fellow workers or others—no doubt realizing that the penalty is, that we become like that on which our thoughts feed.

A teacher who continually acts upon the precept that the best preparation for good work tomorrow is to do work today.

In a certain domestic science class I have witnessed a number of girls change their attitude from that of disdain for homely duties to that of realizing the real joy and dignity connected with any worthy work well done. These girls are sensing the great truth that there is quite as much art and skill in polishing glass and queensware as in painting a picture.

I have witnessed a teacher grappling with a difficult situation for several weeks with scarcely a murmur of complaint, and by the persistent exercise of that most uncommon sense, called common sense, control and dominate the situation successfully.

A teacher who has such a wholesome respect not only for the dignity of her calling, but for an untainted English tongue that her conversation is a "well of English, pure and undefiled," free from slang, that unmistakable mark of the mediocre mind.

A teacher who gives such careful heed and attention to plans and directions that her work is always in harmony with the general school plan.

A most successful teacher who realizes: that talking is not teaching, that the gabbler eventually loses everything that is worth while, that "words are things, and their fairly wings speed over the track, to bring you back, whatever went out of your mind."

A teacher who seems to count it a joy to think and speak good things about the Lewiston schools, the Lewiston teachers, the Lewiston people; whose loyalty includes the entire system, who rejoices when her fellow workers succeed; who is able to sense the great precept, "Do your work, and rejoice with those who do better." Here is a teacher who realizes that no discontented, querulous teacher can be successful, and realizes that "What injures any of us, injures all the same." A school is an entity, a personality, a coherent force and no part can suffer without injuring it all.

A primary teacher who reaches 100 per cent efficiency in her language work drills, so sensibly, so cleverly, so efficiently is this work done.

A teacher whose arithmetic classes are a marvel of skilful mental gymnastics, full of life and movement. Very little talk on the part of the teacher; written work reduced to a reasonable minimum, but this rendered with most careful exactness and neatness; oral work extensive, varied, rapid; absolute precision required. No books are in the hands of the pupils—teacher states problem—calls pupil—pupil states problem—gives solution. Problems without figures abound. Power and mental discipline flourish in this class.

A teacher who from the first month has required her pupils to prepare and keep a list of misspelled words in a booklet made by the pupils themselves, and who has a definite time each month for drill on these words until they are actually mastered.

A teacher who during the past few months has redeemed a class of boys and girls from a chaos of disorder and lawlessness and given them back their rightful heritage, the true liberty granted only by order and system.

A teacher whose reading classes have cultivated the ability to really grasp ideas from the printed page and express them in a natural and realistic way. It is a pleasure and a joy to visit this class.

A class in geography where the human element is always the great theme; people, manners, customs, laws, etc., constitute the central thought. All else is treated as explanatory environment.

A teacher who makes sanitation the real issue in teaching physiology—intelligent care of the body, opening the pupil's mind to the sanctity and grandeur of the wonderful temple in which their minds dwell. No dissection or use of gaudy charts that kill the very truth that she would teach—of holy regard for the beauty and sacredness of the human body.

A language lesson in the upper grammar grades where the teacher realizes that technical grammar alone never enables a pupil to marshal the thoughts that he wishes to express. This class spends considerable time getting definite data and impressions concerning the topic under discussion and spends much time in oral expression until the teacher feels that they are prepared for writing a creditable theme. She

realizes that what boys are prepared for writing a creditable theme. She realizes that what boys and girls need and must have are definite exercises that call for the apt, the fitting word. What the child needs is not a mob of words in his mind but an army, well drilled and ready to respond.

A teacher who realizes that school hours are periods sacred for teaching and study periods and that these study and recitation periods must be quiet. The place is surcharged with the spirit of attention and study. A study period with a talkative teacher is a sample of pedagogical folly. Only in most unusual cases will teachers allow either herself or her pupils to be called from their work, realizing that the trend of thought once broken, the pattern will be spoiled. School hours are for teaching and not for routine business. These are matters for other hours.

Two suburban schools whose prestige and local pride have experienced a healthy growth owing to the good sense and skill of the teachers, acting upon the principle that when you are working for a community, work for it all the time, with your whole being—plan for it—think for it—make its welfare your welfare. If there be any teacher who can not do this, there is only one honorable thing to do, and that is to quit. If a teacher must condemn or belittle—quit, and get away from the institution that supports you and then you can condemn to your heart's content—the thing that you cannot do with propriety when you are part of the institution.

A corp of high school teachers whose loyalty and unity of purpose have reduced friction to a mere trace, and petty bickerings to zero, hence the excep-

tional good work that is going on—whereat we rejoice.

Teachers of physical training and singing, who are directing their work skilfully and effectively, resulting in better discipline and more appreciation of the better things of life, resulting in better boys and girls.

A school where the playground work is as carefully directed and supervised by the individual teachers as the classroom recitations.

READING AND LITERATURE.

No one questions the prime importance of reading in any scheme of elementary education. In the teaching of no other subject do we reach out so far into the future of the child's life as in teaching reading.

One of the chief functions of the elementary schools is to create in the pupil the ability to interpret the printed page—reading—an almost magic art teeming in potential powers. Conducting a reading lesson is conducting, drilling, shaping, helping forward a process of thinking that is going on in the mind of each individual in the class. The teacher's success depends upon her careful study of the child's capabilities to understand, and her intelligent assistance in aiding him to arrive at the meaning. If the foundation is not built strong and lasting all other work based thereon is necessarily weak and shifting.

Children should be introduced early and as frequently as possible to carefully selected literary wholes in order to cultivate an abiding interest in the classics of our language—the reading material must be adapted to the child's experiences and activities. Classics for children's reading must be children's classics, otherwise a true appreciation of the content will never be acquired.

Reading consists not only in getting the thought, holding the thought, and expressing the thought; but in interpreting and using the thought, *reveling in the thought*. A lively appreciation of the thought will overcome the chief difficulties in securing natural and effective expression.

No reading lesson is complete without its oral reproduction, brief or ample as time may permit, in the language of the pupil. Silent study and interpretation, followed by oral presentation of the content of what he has read, furnishes an excellent drill in oral English work, develops the habit of making careful judgments, and clinches the lesson truth.

NOTES—Have a special recitation period for phonetic drills in the primary grades. In all oral reading give careful attention to faulty articulation, vocalization, enunciation and pronunciation of sounds and words. Give individual private drills when necessary.

Learning to read is the work of the first three or four years of school.

The teacher must have the taste and intelligence to appreciate a piece of literature if she is to teach it effectively. It must teem with life and interest. In all discussions concerning the teaching of reading, let it be remembered that the essential requisite is a

teacher with intelligence, animation, sympathy, patience, ingenuity, spirit, and with all, the power to interest children.

Wrong inflection and emphasis are usually blunders of the mind, not the vocal organs. Teach the pupil to stand on both feet and read with confidence and freedom.

Beginning with the fifth grade, teach the child to make intelligent use of the dictionary. Lead the pupil to rely on his own independent power to master words by the help of the dictionary. The lessons in the readers furnish the drills in the mechanics of reading—*intensive reading*, calling for the study of words, passages, synonyms and allusions. The supplementary reading is primarily for the formation of literary taste and enjoyment—*extensive reading*, which means practice and leads to fluency.

The amount of time devoted to intensive reading and to extensive reading will vary somewhat with the class and grade, but in general the work should be about half drill and half enjoyment.

Phonics should be taught in the lower grades as a means of getting new words and the work continued upwards throughout the grades as a key to pronunciation.

The school reading becomes character making when it enlarges and enriches the spiritual life of the child. From a rational discussion of the incidents and characters introduced into the story, children may learn lessons of honesty, moral courage, sincerity, self-denial, kindness, politeness, and other virtues which make life enjoyable and divine.

G. Stanley Hall states, "There is no one and only orthodox way of teaching and learning this greatest and hardest of all arts." The use of any one method does not preclude the incidental use of any and perhaps all others.

Memorize many of the poems and a number of prose excerpts. This work is of the highest value—don't neglect it.

SUPPLEMENTARY READING.

There are over two hundred sets of supplementary readers and classics. These "libraries" are encased in strong cardboard boxes—each box labeled and indicating the grade for which it is to be used. There are forty copies of each reader or classic.

These "libraries" will be issued from the office of the grade supervisor at the requisition of the teacher for a period of not longer than two weeks, unless special permission is given for a longer period.

Pupils will be held responsible for the good condition of all books issued them, and teachers will be held responsible for the class. Please examine all books carefully before returning them, so that you may know they are in perfect condition. All soiled, defaced or torn books must be paid for by the pupil to whom issued.

Books may not be read ahead of the grade indicated, but pupils will enjoy occasional reading of some book read in some previous grade if right interest was aroused.

READING, OUTLINE.

NOTE—Primary teachers will be supplied with the Free and Treadwell Manual and will use it as a guide.

GRADE I.

Class B. Perception cards and black-board work, first six weeks. Primer with supplementary reading the remainder of the term.

Class A. Free and Treadwell First Reader completed, supplementary reading.

Supplementary Readers.

The Outdoor Primer.

Mother Goose Stories.

The Oval Boys.

Edison-Lang First Reader.

The New Educational Readers.

Gordon's First Reader.

GRADE II.

Class B. Free and Treadwell Second Reader to page 87. Intersperse the work frequently with supplementary reading.

Class A. Free and Treadwell Second Reader completed. Supplementary reading.

Supplementary Readers.

Edison-Lang Second Reader.

Baker and Carpenter Second Reader.

The Art Literature Reader, Book II.

Stepping Stones to Literature, Book II.

The New Educational Second Reader.

The Tree Dwellers.

Supplementary Classics:

Aesop's Fables.

Story of the Buds.

What Ann Saw. (Nature Stories).

The Butterfly Baby.

Plant Babies.

Babies of the Wood.

A Cat Book.

Who Stole the Bird's Nest and Other Selections.

Red Riding Hood.
Roots and Stems.
Children of History. Part I.
Children of History, Part II.
Legends of Springtime, Part I.
Legends of Springtime, Part II.
The Doings of Fido and Other Dogs.
Tom the Piper's Son and Others.
The Little Inn-Keepers and Other Stories.

GRADE III.

Class B. Free and Treadwell Third Reader to page 126.

Supplementary reading.

Class A. Free and Treadwell Third Reader completed. Supplementary reading.

Supplementary Readers.

Art Literature Reader, Book III.
Baker and Carpenter Third Reader.
The Early Cave Men.

Supplementary Classics:

The Dog and His Relatives.
Stories for Children.
The Water Babies.
Fairy Tales. (Hans Christian Anderson).
Stories of Pet Animals.
The Sleeping Beauty in the Wood and Other Fairy
Stories.

Animal Stories.

Two Brownie Stories.
Fairy Tales from Grimm.
A Rabbit Book.
Dick Whittington and His Cat.
Brownie Adventures.
Stories from Alice in Wonderland.
The Land of Story-Books and Other Poems.
More Stories from Alice in Wonderland.
Jack and the Beanstalk and Other Stories.
The Contest Tin Soldier and Other Stories and Legends.
The Story of the Pilgrims.
The Story of Columbus.
The Story of Washington.
The Story of Lincoln.
The Story of Edison.

GRADE IV.

Class B. Free and Treadwell Fourth Reader to page 174. Supplementary reading.

Class A. Free and Treadwell Fourth Reader completed. Supplementary reading.

Supplementary Readers:

The Art Literature Reader, Book IV.
The Later Cave Men.

Supplementary Classics:

Fairy Tales and Fables.
The Coming of the Birds.
Story of the Golden Fleece.
Short Dialogues.
Daffydowndilly and Other Stories. (Hawthorne).
Nuts and Squirrels.
Faithful Scotch and Other Dogs.
Miss Alcott and Her Stories.
Hawthorne's Golden Touch.
Story of Longfellow.
Pioneers of the West.
Stories and Rhymes of Woodland, Part I.
Stories and Rhymes of Woodland, Part II.
Stories and Rhymes of Flowerland, Part I.
Stories and Rhymes of Flowerland, Part II.

GRADE V.

Class B. Studies in Reading, Book I to page 182.

Supplementary reading.

Class A. Studies in Reading, Book I completed. Supplementary reading.

Supplementary Readers:

Norse Stories.
King Arthur Stories.

Supplementary Classics:

Butterflies and Moths.
The Queen of Flowers.
Among the Trees.
The Bees and Their Cousins.
Seed-Time and Harvest.
There's a Difference. (Anderson).

The Story of Robinson Crusoe. (Adapted from DeFoe).
 Wee Willie Winkie and A Boy in the Jungle. (Kipling)
 A Voyage to Lilliput. (Swift).
 Some of Our Birds.
 The Hen that Hatched Ducks, and History of Tip-Top.
 The Flight of the Birds.
 The Christmas Dinner. (Irving).
 Popular Bird Poems.
 Little Friends About My Camp.
 Swiss Family Robinson.
 A Christmas Carol. (Adapted from Charles Dickens).
 Perseus. (Abridged from Kingsley).
 Rab and His Friends. (John Brown).
 A Dog of Flanders. (Abridged from Ouida).
 Great Names and Nations—ancient.

GRADE VI.

Class B. Studies in Reading, Book II, First quarter of book to page 154. Supplementary reading.

Class A. Studies in Reading, Book II, Second quarter of book to page 266. Supplementary reading.

Supplementary Classics:

Twice Told Tales. (Hawthorne).
 Stories of the Poets.
 Stories from History—Columbus, Washington and Lincoln.
 Star-Fishes and Seaside Stories.
 Story of the Grass.
 Little Biographies and Other Stories.
 Old Glory or The Stars and Stripes.
 Explorers and Their Doings.
 Raindrops and Snowflakes.
 Little Biographies—No. 3.
 Among Wild Beasts.
 Stories of Great Painters and Paintings.
 Great Stone Face. (Hawthorne).
 Great Names and Nations—modern.

LANGUAGE AND COMPOSITION.

The broad aims in the course in English are to cultivate in the pupil the power to express his thoughts

in oral or written speech, correctly and effectively, and give him an understanding and appreciation of the best literature within his comprehension.

The specific aims in oral work, are: freedom in the expressions of individual spontaneous thoughts; habitual use of correct English in daily conversation; enlargement of vocabulary; continuity of thought as shown, in corrected descriptions and narratives. The specific aims in written work are the aims just enumerated for oral work, and in addition, mastery of the mechanics of written language.

The English language is the supreme power in the active life of every American. It is entitled to first place in the curriculum.

Experience has taught that there are five series of exercises needful to secure the best expression: observation, story and poem, picture, dictation and letter writing.

The study of things in such a way as to furnish ideas that the pupil wishes to express, is the basis for language work. In all grades emphasis should be placed on the use of proper motives to stimulate the pupils to think, to feel, to express themselves.

The language habit is slowly formed by repeating persistently the acts which we desire to make habitual.

The greater part of language work in the primary grades must be oral. It should consist of exercises for the free expression of thought in clear, full statements; and for the correction of prevailing errors. Much of the time during the first school year can be profitably spent in keeping the child "in a sounding atmosphere of beautiful English." He should hear much, talk much, but write little in the primary grades.

Errors in speech will creep in from the home and the playground—and right from the start the teacher should in a determined, but quiet inoffensive way, wage war against bad English. One of the imperative duties of the school is to make beautiful speech attractive.

A high standard of excellence should be set and maintained in oral and written work, in all grades. Nothing but the pupil's best should be accepted. The study of every subject should contribute to the pupil's training in English, and the pupil's capacity to write English should be made available and be developed in every other department.

Every lesson is a language lesson in the sense that it gives the child a chance to talk freely under the helpful guidance of the teacher. Let the teacher be ever watchful of the child's expression with helpful suggestions to better his forms of speech, but let the *corrections be encouraging always*.

The teacher should be an example to the pupils, in her teaching, in her story-telling. In all her work she should use choice, picturesque, and effective language. She should be interested in the child's talk, appreciate his efforts, however crude, and constantly strive for richer returns in speech.

Nothing makes more for effective speech and writing than a ready command of choice words. Mere reading of books will not bring such a command, it must be gained through *definite exercises*, that call for the apt, the fitting word. Strive constantly to enrich and refine the pupil's working vocabulary. What the child needs is not a "mob" of words in his mind, but an army—one drilled and ready always to respond to his thought.

Memorizing and reciting are valuable means of confirming in the child correct ways of speaking.

In grades one and two there is a definite tendency on the part of children to imitate and reproduce the action and words of those about them. The senses are ever alert to gather basal experiences for the mind's use, and the child does not yet know what he wants to keep, and so he keeps everything. Words are first tried just for his own pleasure, and later as a means of communication with those about him. As sympathy with persons and things in his environment arises, there develops the give and take idea in speech; he no longer talks just to talk, but he wants to be understood and to receive an answer. Following a ready imitation of home speech, school talk, and the vocabulary of favorite stories read and told to the children, either at home or in school, there arises, through the desire to be more clearly understood, a greater discrimination in the use of words. Throughout these two years, there is felt no strong differentiation of values in thoughts expressed. We find "and" the main connective stringing together big and little thoughts as correlative. Through his reading, the child easily learns the use of the capital letters at the beginning of the sentence and the period at its close.

Grade I.

Classes B and A. Instructions should be always entirely oral. The daily work is rich in opportunity for effective expression and the use of good literature. Formal exercises should be avoided. Arouse thought, stir feeling, then free expression will follow.

Lessons should be in the form of conversations, narrations, and descriptions. There should be free

oral expressions with clear statements leading to short narration. Correct prevailing errors in speech by interesting daily games and drills. Increase vocabulary through conversation, stories, memorizing poems, dramatization and lessons in interpretation.

Correlate language with reading. Make use of games, plays and songs.

Topics for conversations :

- a—Personal experiences.
- b—Pictures.
- c—Stories.
- d—Poems.
- e—Holidays : name, meaning.
- f—Trades and occupations in touch with the daily life of the children of Lewiston.
- g—Observation : Flowers, birds, trees, weather conditions, interesting objects and toys to be observed to give vocabulary expressing color, form, size. Sense games in this connection.

Reproduction of Stories.—Before asking a pupil to recall a story, help him to select the most interesting incidents and arrange them in a good order.

Memory work.—Pupils should hear, memorize, and frequently report good poetry and prose. In addition to nursery rhymes, have pupils commit to memory several selections each term. Teach carefully the words of the songs used in the grade.

Dramatization of Poems and Stories.—The stories and poems to be used are left to the teacher's selection. See that the work is full of life and movement.

Language Usage—Encourage the use of complete statements, but do not be too exacting. Correct errors

in English with as little interruption of the pupil's thought as possible, but correct them. In special lessons given to correct common faults, conversations and language, games in which the children are led to use the correct forms are much more natural and effective than formal drills. (See Language Games, Myra King).

Practice copying words and simple sentences on the blackboard under the guidance of the teacher. The children's writing should be large and free. Develop the sentence idea—use of capitals in beginning sentences, names of persons, days of week, months of year, name of our city and the word, I; the use of the period and question mark in ending sentences.

Use in sentences of past tense the following verbs:

throw	go	grow	give
eat	catch	say	sit
come	run	bring	do
see	fly		

Use in sentences:

Has	}	seen	gone	taken	done	come
had						
have						

Use other irregular verbs, according to needs of the class.

Correction of errors in use of pronouns as subject and object. Fix in mind the use of the forms: It is (or was) I, he, she, we, they. Correction of the expressions: ain't, ain't got, have got, had ought, he don't; by substitution and repeated use of correct forms.

Grade II.

Classes B and A. As in Grade One, the language work should be mainly oral, written work on the black-board should be encouraged. All written work should be under the guidance of the teacher in order that habits of careful and correct work may be established.

Language gains immensely in strength and effectiveness if related to topics of interest to the children.

Conversations about :

- a—Personal experiences and observations, nature study. Follow by a game telling how it is played.
- b—Picture study, drawing.
- c—Sand table and clay representations of farm and city life.
- e—Primitive life—Indian, Eskimo. Location with reference to pupils. Nature background. Home. Dress. Food. Tools. Mode of Travel. Social life.

Reproduction of Stories—Review favorites told in first grade. The longer myths and fairy stories are to be read to the children. Stories of Thanksgiving and Christmas. Story of the birth of Christ. Patriotic stories. Stories of Lincoln and Washington. Story of the flag. Short stories should be told and retold frequently. After telling or reading a longer story, question skilfully that pupils may reconstruct the story mentally before attempting to retell it, or any part of it. They should review the introduction, see what happened first, next and so on, until they feel the full force of the climax, or accept the conclusion. See to it that they have clear mental pictures corresponding to

appropriate questions beginning with: who, when, where, why, and how in the sequence demanded by the story.

Memory Work—Pupils should hear, read, memorize and frequently repeat good poems. Review favorites already learned and add at least three new poems each term. Avoid having the poems all of the same style. Teach the words of the songs of the grade carefully.

Dramatize stories and poems.

Language usages—Further develop sentence ideas by:

a—Making sentences containing a given word.

b—Determining the names of sentences read.

Much practice should be given in the use of pronouns and irregular verbs, until correct usage becomes habitual. Questions, stories and language games should be devised to give the correct forms naturally.

In the written work many devices may be used for reviewing previous lessons:

a—Sentences may be called for, containing the past tense of irregular verbs—the required list of words being placed on the board.

b—Sentences such as the following may be changed throughout to the plural forms:
This boy lost his ball. The orange is small.

c—Sentences with blanks may be filled out and copied.

d—Short stories may be written from memory after a series of sentences containing the story have been developed, written upon the blackboard, examined and erased.

e—Easy dictation exercises, written by the pupils on the blackboard, may test the forms of words, punctuation, spelling, use of capitals and abbreviations. Each sentence must be short and contain few difficulties. The exercises must be brief and varied.

The minimum of mechanics to be demanded at the end of the second grade should be:

Capitals—(a) At beginning of sentence, (b) in pronoun I, (c) in writing child's own name and address, (d) in days of week which he may have learned (not necessarily all), (e) same with months learned, (f) same with holidays learned, (g) beginning each line of poetry, (h) same with holidays learned.

Final marks—(a) Periods at end of sentence, (b) period after abbreviation, (c) question mark.

Commas—Only such as are needed in writing child's own address.

Abbreviations—(a) Days of the week, (b) months of the year. (c) Mr., Mrs. Dr.

Grade III.

Class B. Aldine First Language Book, to chapter IV.

Class A. Aldine First Language Book, to chapter VII.

Grade IV.

Class B. Aldine First Language Book, to chapter IX.

Class A. Aldine First Language Book, complete text.

Grade V.

NOTE—The text offers much more work than can be successfully attempted, select the material needed.

Class B. Live Language Lessons, Book I, Part I.

Class A. Live Language Lessons, Book I, Part II.

Grade VI.

Class B. Live Language Lessons, Book II, part I, to page 61.

Class A. Live Language Lessons, Book II, Part I, completed.

ARITHMETIC.

The purpose of all arithmetic work should be to prepare the individual boy or girl with a knowledge of those number facts and processes necessary to interpret and solve the problems met in every day life, and to develop skill in using them.

Ability to compute and power to reason must be obtained. Stress should be laid on the first in the elementary schools and on the second in the secondary school. The mechanical part of arithmetic should be mastered by the end of the sixth grade. This mastery should be obtained in two ways; first by development;

second by drill. The development should be gradual, each combination and table being taught by itself, and emphasized by such a variety of exercises that it can never be forgotten.

After the clear presentation of a problem or a new process, much drill using problems with abstract numbers, unencumbered by terms, conditions and names, should follow. No drill is worthy of the name—drill—unless it teems with interest. The moment interest lags the drill is worthless.

Do not ask the child of the elementary school, *why*, rather *how much* and *what*. The definite result is the thing to be sought in class work. A great deal of clear forceful *teaching* should be a strong feature of all class period work.

Much live, rapid, oral drill should constitute the greater part of each class period, with application of number facts in only such problems as are easily visualized by the pupil, and using only such terms and conditions as arise from the child's experience in every day life.

Little written work should be done, and that should be carefully done, the teacher accepting no work of a slovenly nature. Require good penmanship, neatness, accuracy, and correctness of paper form.

Oral work should be *oral*, constituting, as has been before stated, the larger part of class period. Sight work should be *done at sight*.

In all arithmetic there must be *exactness* of thought, operation, and expression. This is best done through the oral work, between teacher and pupil. Precede every operation and process with intensive, interesting oral work. Much of the work in the text

can be handled orally. State supplemental oral problems *once* then require the pupil to state the problem clearly and give the solution. *Power* is what you are attempting to develop. Very little, if any, home work should be required in the elementary school.

Results which show skill, speed and accuracy, test the efficiency of work accomplished.

In addition to the text book work the teacher will make good use of the "Minimum Essential" drills and tests, one of the best means known for obtaining 100 per cent of efficiency.

In conducting written work at the board, permit no pupil to use an eraser without being directed to do so. The mere fact that he cannot use the eraser works for carefulness and accuracy. Carelessness is the worst enemy of efficiency.

The value of arithmetic as a subject has been greatly overrated, while that of certain topics has been correspondingly underrated. When we undertake to compass the subject in its entirety, so much ground has been covered that the children never learn to do well the few necessary things that the subject contains. A large share of the time heretofore devoted to arithmetic has grown out of the thought that the subject offers a peculiar training in discipline, as training the mind to think, sharpening the wits, exercising the power of discrimination. Most advanced schools, both in Europe and America, have broken with the educational view in this matter and say that there are no certain powers of the mind developed through the study of particular subjects. This fact does not countenance carrying any phase of arithmetic teaching

beyond its power to contribute ideas which will fit the mind against future emergency.

To this end, the course which follows provides for systematic drill in the fundamental processes—a drill which must be continued throughout the entire elementary school if the desired standard of accuracy and rapidity be secured.

Grade I.

Classes B and A. There should be no formal number work in this grade. No special period should be designated for teaching arithmetic to be followed day by day. It should be taught incidentally in the games, occupations and construction work of the grade. Make the motive for its learning strong

The child's first idea of number answers the question, "how many?" Relate this inquiry to objects in the school room. As objects in the school room are counted, the teacher will place a figure representing the count on the blackboard. Children will thus become acquainted with the forms of number and learn to read them. Place a calendar upon the board and have the children read the numbers day by day. When books are placed in their hands, have them find the pages in the book. Opportunities to estimate and measure with the foot rule, yard stick, pint measure, etc., should be many. Much attention to sense training should be given. Have pupils tell how many by sight, by touch and by weight. Have them recognize the number in small groups at sight.

NOTE: Teachers of arithmetic should be supplied with the Manual and course of study, prepared

by the author of the adopted text. It offers many valuable suggestions which should be followed unless directions are given otherwise.

Grade II.

- B. Class. Stone-Millis Primary Arithmetic in hands of teacher only. Complete work as outlined to page 24. Use first half of "Stories of Numberland" as supplementary aid.
- A Class. Stone-Millis Primary Arithmetic in hands of teacher only. Complete work to page 48. Use second half of Stories of Numberland.

Grade III.

- Class B. Stone-Millis Primary Arithmetic, Part II, to page 100.
- Class A. Stone-Millis Primary Arithmetic, Part II, completed.

Grade IV.

- B Class. Stone-Millis Primary Arithmetic, Part III, to page 202.
- A Class. Stone-Millis Primary Arithmetic,, Part III, completed.

Grade V.

- B Class. Stone-Millis Intermediate Arithmetic, Part I, to page 71.
- A Class. Stone-Millis Intermediate Arithmetic, Pare I, completed.

Grade VI.

- B Class. Stone-Millis Intermediate Arithmetic, Part II, to page 201.
- A Class. Stone-Millis Intermediate Arithmetic, Part II, completed.

HISTORY.

The outline of work in history is intended to present a systematic course throughout the elementary school, that will develop in the pupil's minds the unity of the story of human progress—that history is an unbroken stream of life.

To teach history aright, the pupil must mentally live through the life—the struggles and triumphs—of the people studied. It should create a sympathy with the struggles of the race in breaking earlier limitations to reach the higher ideals—better clothing, shelter, government, education, morals and manners.

The pupils should sense the great truth that all the good we now enjoy has come through heroic endeavor, through the achievements and sacrifices of noble men and women. That true patriotism like true life, is sacrificing self for the other's self.

In the primary grades, pupils are obliged to get the thoughts of most history stories from the teacher's presentation. It is the sacred duty of every primary teacher to cultivate the art of story telling and good reading. The story, rightly told, is the surest, the quickest way to a child's mind and heart. Each story told or read should impress upon the child ideals of good expression and good reading, as well as good thought.

Spend enough time on each story to make a clear, definite impression upon the child, otherwise, nothing but confusion results.

In the primary grades, correlate this work closely with Nature-Geography and language.

The method is history through biography—great events carried forward by great men.

Through the elementary school course, Kemp's History for Graded Schools, is used as a basis. It clearly presents the unity of history. Every teacher should have a copy of Kemp's Teachers' Outline of History for Grades. It is an excellent handbook, full of good suggestions. The text book is to be in the hands of the pupil only in the fifth and sixth grades. In addition to the work outlined, the teacher will feel free to make use of such supplementary work as shall suggest itself from time to time.

Grade I.

Class B. Kemp's History, First half of Chap. I. Stories and poems of fairyland and of real life, selected because of their beauty of thought and expression.

Class A. Kemp's History, Complete Chap. I. Story of Columbus, Washington, Lincoln.

Grade II.

Class B. Kemp's History, First half of Chap. II. Stories of Robinson Crusoe, Stories of Hiawatha.

Class A. Kemp's History, Complete Chap. II. Stories of Colonial life—Pilgrims, Mayflower, Plymouth Rock, Miles Standish.

Grade III.

Class B. Kemp's History, First half of Chap. III. Stories of old Greeks. The Gorgon's Head, The Golden Touch, The Paradise of Children.

Class A. Kemp's History, Complete Chap. III.
Additional stories of the old Greeks: The Golden Apples, The Miraculous Pitcher, The Chimera, Greek Life and biography.

Grade IV.

Class B. Kemp's History, First half of Chap. IV.
Classic myths: The Golden Fleece, The Minotaur, The Dragon's Teeth, Circe's Palace, and such additional work as time permits.

Class A. Kemp's History, complete Chap. IV.
Stories of Great Americans for Little Americans.
Stories.

Grade V.

Class B. Kemp's History, Chap. V.
As much supplementary work as time permits.

Class A. Kemp's History, Chap. VI.
Fifty Famous Stories Retold.

Grade VI.

NOTE—In future work Kemp's History will be used as a reference text only.

Class B. Bourne and Benton's Introductory American History, First thirteen chapters.

Class A. Bourne and Benton's Introductory American History, text completed.

NOTE—Bourne and Benton's Introductory American History presents the course recommended for the sixth grade by the committee of eight, of the American Historical Association, and presents very clearly the European beginnings of American History.

PENMANSHIP.

The Palmer Method of Business Writing is used throughout the schools. Business so largely governs modern life, that the schools are called upon to furnish practical penmen who can meet the demands for legibility, rapidity and ease of action. These three essentials are acquired by using light and quick muscular movement. In this movement the large muscles of the arm are brought into play, thus reducing the strain that would otherwise fall upon the small muscles of the fingers.

During the past year most gratifying progress has been made in penmanship in the Lewiston schools. This forward movement is due in a large measure to the adoption of the Palmer Method of Business Writing, together with the company's plan of sending expert instructors here to demonstrate the manner of presenting work; and the excellent plan of following up this work with a carefully conducted correspondence course for the teachers. A special diploma indicating proficiency in penmanship is granted each teacher who successfully completes the work. The Palmer Co. carries its plan of supervision still further, by grading and criticising the penmanship work of the pupils from time to time, thus establishing a uniform standard of excellence in the work.

All grade teachers, during the past year, pursued the correspondence work with excellent results—several now have penmanship diplomas. Any teacher who has not completed the work required for a diploma should do so as soon as possible, and in any event, this should be secured not later than the mid-year holi-

days. All teachers in the elementary schools and the junior high schools, beginning work in the Lewiston city schools, who have not completed this course or a similar one, will be expected to take up the work at once, and complete it as soon as possible, in order that the word may be carried forward systematically and uniformly.

There is no doubt, judging from the results obtained during the past year, but that a united, faithful effort during the coming year will give the Lewiston schools a most excellent rating in penmanship.

It is suggested: That children in the first grade be drilled in movement and position, and that form be learned by blackboard writing with free-arm movement.

That all paper used be suitable for ink.

That the use of pencils above the Second B Grade be reduced to the minimum, except for drawing and arithmetic.

That all writing in all classes be so supervised as to insure care and persistent effort.

That the written work in all classes follow the standard set in the penmanship class, as closely as possible.

The necessity for studying the instructions in the Teacher's Manual and following them absolutely, cannot be emphasized too strongly. No teacher can successfully teach practical writing who cannot demonstrate it, and who does not execute it automatically.

All teachers should use the Palmer System in all work seen by pupils.

A careful and persistent adherence to principals underlying all penmanship work will accomplish wonders in carried out in a broad professional spirit.

In order to stimulate interest in penmanship the Palmer Company gives a button when the first twenty-five drills have been submitted to and approved by the company. This button is a pretty emblematic souvenir given for excellence in these drills. The following conditions must be complied with in submitting the drills. In drills one, two and three, the lines must be clear cut and smooth. The ovals must approximate in form the capital 'O' twice its usual size. The downward strokes in one and two must be made toward the center of the body, when the paper is held in correct position, thus obtaining uniform slant. In drill five, seven of the ovals and seven of the capital 'A's must be made on a line. In six consecutive drills, the same number of letters and words must be written to the lines as found in the Palmer Method manual. In other words, the writing must approximate the Palmer Method in size, as well as in form.

Improvement certificates will be issued for satisfactory work in the first fifty drills.

The Progress Pin will be given by the company for the satisfactory work in the first one hundred drills. This is a handsome pin in blue enamel, bearing the inscription in gold, "For Progress in Writing."

These awards are official endorsement of the Penmanship Co. that the holder has acquired a very high standard of excellence in the work indicated and the company requirements. All drills should be written on paper 8x10½ inches, using only one side of

the sheet. All work must be certified by the class teacher and approved by the grade supervisor.

The drill work must show sharp, clear cut lines, throughout, indicating the employment of correct movement and sufficient speed. Pupils should make the same number of letters and words on a line as contained in the Palmer Method. Uniformity of slant, size of capitals and small letters, combined with smooth lines are the essential features. The pupil's name, name of school, his grade and complete address, should be written at the top of each page. All final examination papers should be securely fastened together with paper fasteners, which should be punched through the papers and secured at back. The paper should not be rolled but should be sent in a flat package.

NOTE—Follow instructions given in the Teachers' Manual.

Grade I.

Class B. Palmer Lessons for Primary Grades, pp. 12-18, pencil.

Class B. Palmer Lessons for Primary Grades, pp. 19-24, pencil.

Grade II.

Class B. Palmer Lessons for Primary Grades, pp. 32-48, pencil.

Class A. Palmer Lessons for Primary Grades, pp. 49-64, pen.

Grade III.

Class B. Palmer Method of Business Writing. Drills 1-12.

Class A. Palmer Method of Business Writing.
Drills 13-25.

Grade IV.

Class B. Palmer Method. Advance Drills, 26-33.
Review Drills, 1-25.

Class A. Palmer Method Advance Drills, 34-39.
Review Drills, 1-25.

NOTE—Every pupil should endeavor to secure a Palmer Button at the close of the fourth year.

Grade V.

Class B. Palmer Method, Advance Drills, 40-50.
Review Drills, 1-41.

Class A. Palmer Method, Advance Drills, 1-50.

NOTE—Pupils should endeavor to secure a “Certificate of Improvement.”

Grade VI.

Class B. Palmer Method, Advance Drills, 61-85.
Review Drills, 51-51.

Class A. Palmer Method, Advance Drills, 76-108. Review Drills, 41-100.

NOTE—Pupils should secure the Program Pin, which is a strong testimonial of excellent work in penmanship. Pupils securing progress pin will be excused from further penmanship work in the Lewiston schools.

NATURE STUDY—GEOGRAPHY.

Geography has been called the “scrap-bag” of all the sciences, and in many respects it is entitled to the

appellation. Geography is the story of the environment of man, and yet only in recent years has the "human element" in geography received deserved attention. There is no subject taught in our schools that can awaken a greater enthusiasm than geography, rightly presented. Relate all the work in this subject closely to life. Give it the vital touch. Let it be the study of man, his home, his activities, and the forces and processes which affect him in some significant way. Supplement the work presented in the text, in every grade. There is an abundance of material on every hand: newspapers, magazines, descriptive railroad circulars, circulars issued by immigration agents and by cities; books of travel; weather reports and other reports and pamphlets innumerable. Make use of pictures, stereographs, and lantern views.

The Lewiston-Clarkston valley will furnish first hand material to illustrate many lessons. Give especial prominence to the study of the resources of Idaho and of the Inland Empire, and of the United States by industrial sections, rather than by states. All foreign countries should be studied with that degree of emphasis that is warranted by their commercial relationship with the United States. Much work usually outlined in the average text may be eliminated. Current events should receive due attention. Very frequently it will be well to transfer the study of geography temporarily to some part of the earth where general attention has been attracted by the travels of some prominent man, or the occurrence of some catastrophe, etc.

Map drawing is an important phase of geographical work, but the drawing should not be copying or tracing—but "memory-sketching," and performed with

such rapidity as to make it impossible to get the attention focused on the unimportant details. Much labor and time have been virtually wasted because pupils were required to spend a great deal of energy and time on intricate detail, and not on the broad, bold and obvious features. When completed, the product should be compared with the original, and criticized by the pupil, and the process repeated; but again let it be said that the purpose is not to get a finished and perfect product. The purpose is rather to get a usable, mental image, one which is approximately correct in all essential respects.

Also, a great deal of the work of learning geography by formula may be eliminated. Primary ideas of the subject are not developed from books but from things. An artistic use of geographical material will teach the pupil that *geography is not in a book*. Observation should go before all other forms of geographical studies and prepare the way for them.

The term, Nature-Geography is not a study of books, but as the name implies, is a study of natural geographical phenomena. It implies a study of nature itself, at first hand. The methods used should be observation and experimentation. Frequent field excursions are indispensable. One excursion a week is advised. Materials may be collected and observations made for class discussion for the remainder of the week. Every excursion should be personally directed by the teacher and should have a definite aim in view. Even in the lowest grades a good beginning can be made by leading pupils to notice the time at which trees put forth their leaves, fruits begin to appear in the market, the state of the weather, position of the

sun, and the like. It is essential that children observe the real things; see, hear, feel, know through their own activities, and not through a text book. The presence in the school room of plants and blossoms in pots, fish in aquariums, and insects in boxes. The silk-worm for instance, and the like, will furnish facilities for nature study and geography work. Much of the observation and experimental work will furnish good material for language lessons, and later, written compositions.

Grade I.

Class B. Observe and study physical environment of school house and play-ground: the kind of soil in the school-ground, its color, texture, and fertility; what trees and other plants grow on or near the school-ground. Gather and study some appropriate flowers and use these as the basis for the lesson. Make a study of the Snake and Clearwater rivers; observe and form correct ideas of slopes, hills, mountains, springs, and brooks. Draw and mould in sand and clay. Study a few types of animal life; the life history of two insects—butterfly and moth suggested. Observe and study types of birds—the goldfinch and the meadow lark. In color work, note the changes in the color of landscapes. Observe the method of harvesting one or more crops in the fall, and follow the preparation for market and for consumption. In the spring do some work in the garden, preparing the soil and planting the crop. Keep weather observations throughout the year and note the effect of changes of weather on plants, animals, and people. Occasionally give health talks and simple rules for hygiene.

Class A. Keep the record of the day on a chart, as fair, clear, cloudy; rain or snow; winds, clouds and their work. Sunrise, sunset; length of shadows and relation to amount of heat received from the sun; location of the north star for the purpose of keeping directions; the cardinal points of the compass; time of day; long and short days. Visit some mill or factory and describe the processes employed in making the change from the raw to the finished product. Study shelter of man and animals. Measure the school room; school house; school grounds and draw the same. Make rough plat of map of Lewiston, and indicate position of points of greatest interest.

Grade II.

Class B. Observe and study weather changes, cause and effect of rain, frost, hail, dew. Observe and draw the different kinds of clouds. What is wind? Usual directions of wind. Strength and work of wind. Observe the change from day to night, comparative length of days in summer and winter; temperature of morning and evening compared with noon; winter and summer. Clearly develop the following geographical units in the Lewiston neighborhood, and have them drawn or moulded: hill, mountain, valley, island, river, etc. Make a purposeful study of flowers, vegetables, fruits and grains, fruit trees, shade trees, and make a detailed study of one type of each. Study carefully two common weeds in the neighborhood. Make a color study of some object in nature, use crayons and water colors. Make observations on animal life; birds of each season. Learn to identify twelve birds, and make a careful study of three birds. Note and study the preparation animals make for the winter; the changes

that occur in the spring; food and care for such farm animals as horse, poultry, cow, sheep, etc. Frequent field excursions are necessary in all this work to make it valuable. Every nature-geography lesson should be made a lesson in expression. Simple laws of hygiene discussed and practiced.

Class A. Temperature changes, read the thermometer. Compare soil, sand, and gravel. Observe phases of the moon. Study distances from Lewiston to the neighboring towns, the nearby hills and mountains. What useful or beautiful insects live in the neighborhood of Lewiston. Learn to recognize six additional birds; study their habits. Study hibernating animals of this region.

Grade III.

Class B. If pupils have actually had the training provided in the foregoing outline in the fundamental facts and laws of nature-geography, we can now easily introduce them to the work as outlined in the first two sections of Tarr and McMurray's First Book in Geography, the book is not to be in the pupil's hands, but is a guide for the teacher. Remember, however, that you are studying nature and not the book, and more and more extended out-door excursions are now advised. Visit the Snake river and note its drainage system, the basin drained, the slopes, soil, sand, gravel, loam, sandbars, islands, how they are formed and how the processes are actually going on. Make a study of mountains, lakes, deserts, plains, forests, gulfs, seas and oceans. Develop the meaning of mist, fog, cloud, rain, hail, snow and dew. Supplement the work outlined in the first three sections of the Home Geog-

raphy by reading stories of other people, and manners, customs, and habits.

Class A. Learn the history and workings of one local industry and several important products that we export. Visit peculiar physical features in the Lewiston locality: canyons, gorges, river delta, old shore line, rock quarries, water falls, etc. Make a collection of seeds that (a) fly, (b) float, (c) creep, (d) roll, (e) cling. Make a collection of moths, butterflies, grasshoppers, beetles, bugs, ants and wasps. Complete the work as outlined in sections three and four of the Home Geography. Again, be sure that frequent excursions are made. Study plant and animal life.

Grade IV.

Class B. Tarr and McMurray's First Book in Geography. Book in hands of pupils. First month, review Home Geography, and during the remainder of the semester complete the work to p. 108.

Class A. Tarr and McMurray's First Book. Complete the work as outlined in the text from p. 108 to p. 172.

Grade V.

Class B. Tarr and McMurray's First Book, pp. 172-216.

Class A. Tarr and McMurray's First Book. pp. 215 to end and review.

Grade VI.

Class B. Tarr and McMurray's Advanced Geography, to p. 119.

Class A. Tarr and McMurray's Advanced Geography, to p. 198.

Study State Supplement after completing study of western states.

SPELLING—WORD STUDY.

Spelling is one of the essential tests of education—the failure in no other branch of learning is so apt to be regarded as an unmistakable sign of illiteracy as spelling. A regular plan should be provided on the program for persistent, daily drills in well selected and graded words—the number being kept down so that real teaching is possible.

Some pupils are ear minded, or form a memory of the sound of letters; some are eye minded, or must see the word written; others are guided by motor memories of the brain. In general it is found that the impression made through the ear is not so effective as that made through the eye.

Oral spelling furnishes excellent drill in pronunciation and develops the memory and ear training and stimulates the competition instinct.

Written spelling is more instructive than oral spelling, for it develops the power of paying strict attention, and each pupil is required to spell every word.

The written and oral methods should be combined so that the best from each should be secured. Emphasis should not be placed on one to the detriment of the other. The best arrangement would be to use the written method until several lessons have been completed and then have an oral recitation covering these lessons.

Pupils should be taught to discriminate between the easy and the difficult words, to concentrate their efforts on the latter and not waste their time in mechanically and monotonously studying words they already know. Each grade above the second grade should be required to make a neat small booklet and

from time to time enter in this booklet all words misspelled. At stated times there should be thorough drills on this list.

Use of the Dictionary. Since the first grade is the beginning of considerable independent work and the pupils in this grade are old enough to make intelligent use of the dictionary, its use should be carefully taught here.

After reviewing the alphabet in order, the pupil should be given rapid drills in turning to the part of a book where a certain word is found. Then select several words beginning with the same letter to show that the second, third and following letters help determine the location of the words. This work should be followed by exercises in syllabication, pronunciation, and use of dicritical marks, by means of "key-words" at the foot of each page in the dictionary. Give careful supervision and drill in selecting proper definitions. In succeeding grades pupils will be trained in the skilful use of the dictionary, by calling attention to the derivation of words, by explaining the abbreviations for the various parts of speech, and by instructing them to interpret the definition to fit the context and to avoid the words marked "rare," "colloquial" and "obsolete."

Grade I.

Class B. For the first term the spelling should be confined to visualization exercises, i. e. the power of seeing the word correctly, and then reproducing its form in writing. The words for these exercises should be selected from those previously developed in the reading lessons and other class work; hence all

of them will be words with which the pupil is familiar as to pronunciation, meaning and use. If possible keep a list of these words on the blackboard. Drill on their pronunciation at sight.

Class A. Continue the plan of work outlined for Class B. Give short lessons and make the work thorough. Have oral spelling and make use of the alphabet cards at the seats.

Grade II.

Class B. At the beginning of the term the words of almost daily use—found in the course of spelling of the first grade—should be thoroughly reviewed. They are the most necessary words for sentences. Selections from poems taught should be dictated after the words are thoroughly mastered. Drill on only a few words at a lesson. Make the drill work interesting.

Class A. Continue to base the spelling work on the reading and language vocabulary. Words commonly misspelled should receive special attention. If possible keep a list of all new words on the board for one or two weeks for drill in pronunciation at sight and spelling from dictation. Give frequent drills on phonics as a separate exercise.

Third Grade.

B Class. During this term the teacher will supplement a spelling list taken from the reader with any of the material found in the first fifty lessons of "The Progressive Course in Spelling." Make use of the author's suggestions. Text in hands of teacher only.

A Class. Teacher will supplant the spelling lists gleaned from the reading and other work with any of

the spelling material found in the "Progressive Course in Spelling," Lessons 51 to 91. Text in hands of teacher only.

Fourth Grade.

B. Class. American Word Book to lesson 44.

A. Class. American Word Book, lessons 44 to 110.

Fifth Grade.

B Class. American Word Book, lessons 111 to 149.

A Class. American Word Book, lessons 150 to 189.

Sixth Grade .

B Class. American Word Book, lessons 190 to 228.

A Class. American Word Book, lessons 229 to 270.

ART WORK .

As drawing is a means of expressing thought, the work should be closely related to language and other studies and should be utilized throughout the course. Its application to all forms of industrial work should not be overlooked. All grades study from nature—which includes landscape—trees, and flowers, from object and life.

In the primary grades much emphasis is placed upon the freedom of expression in story illustration and sense training in the seeing lessons.

In the upper grades there is more stress upon the formal work; perspective, lettering and design. Try to introduce the principles of good composition in the very lowest grade, but no formal instruction in this subject shall be given below the fifth grade.

The materials used are water-color, charcoal, pencil, colored crayon and paper of different sizes and colors.

Many "Special Days" throughout the year call for appropriate observance in the making of programs and gifts and the drawing time and materials are used for these things and the direct application of the lesson made.

Eighty minutes a week are allowed for the drawing lessons.

Detailed directions for the work of each grade are issued to the teacher in printed outlines and instructions are given to the teacher at the regular grade meetings. The teacher will save each set or prepare as a whole and in the given numerical order so that the supervisor may follow the sequence of the work. When the lesson has to be repeated, save only the second. Optional or supplementary work should not be taken up by any teacher except by special instruction of the grade supervisor.

Care and Use of Materials. Pencils: Pencils for drawing should never be used for other work. They should be kept well sharpened and collected at the end of the lesson.

Color Boxes: Water-color boxes should never be put away soiled, clean carefully at the close of the lesson.

Brushes: The brushes must always be cleaned thoroughly and allowed to dry in a point.

Marking. Teachers should see that the pupil's name is marked on each drawing. Six or eight representative drawings should be selected and saved from each lesson and sent to the supervisor at the end of each six weeks.

Grade I.

B. Class. Free-hand drawing with much black-board work, in which the large muscles of the hand and arm are brought freely into play should be used. In form teach circle and square.

Color. Teach spectrum colors. Teach use of the water-color materials, easy mixing of colors and simple washes.

Representation. Represent general characteristics only, combining use of industrial work with drawing. Modeling should precede drawing when possible, use such objects as flowers, fruits, vegetables, birds and animals.

A Class. Continue the suggestions for B. Class.

Design. Many simple exercises in rhythmic repetition and good spacing should be used. Make use of easy line borders.

Color. Easy landscape work from nature, from dictation and memory. Teach terms, distance, foreground. Teach mixing of colors to produce green, orange, violet. Correlate all drawing work closely with paper cutting and language work.

Still Life. Draw and paint simple toys, garden utensils and other models interesting to the child.

Pose Drawing. Draw simple poses in shadow or color using either brush, crayon or charcoal as medium. Insist upon free use of large muscles of hand and arm in drawing. Much free work at black-board will help with this.

Picture Study. As a specialty, study some one picture by a famous artist. Correlate all picture study with landscape work.

Grade II.

B Class. Continue suggestions for First Grade.

Design. Study leaves of locality for form and color, as maple, catalpa and poplar. Conventionalize and use in decorating booklets and mounting borders. Make simple rug designs.

Color. Continue easy landscapes work. Paint and mount apple, pumpkin, squash, tulip, autumn leaves.

Printing. As preparation for making booklet covers, valentines, etc., teach simple alphabet, free hand.

Figure or Pose Drawing. With tinted paper use crayons, charcoal or brush. Introduce easy animal figures.

Picture Study. Study two selected pictures from famous artists. Correlate with language work.

A Class.

Continue suggestions for First B Grade.—

Design. Conventionalize in simple lines; tulip, dandelion, holly and various leaves. Use results in making borders, booklet designs, etc. In line designs and drawings teach triangle, semicircle, oblong.

Color. Teach mixing of shades in colors: gray-green, gray-orange, gray-violet. Make application of this in landscape work in which "sunset" and "evening," effects are introduced. Combine use of crayon and water-colors in painting spring or autumn flowers, on tinted or white paper, as best suited for harmonious results. Use grasses and leaves in shadow on gray paper.

Picture Study and Printing. Follow suggestions outlined for First B Class.

Stick Printing. Introduce easy surface design.

Grade III.

B Class. Continue suggestions for Second grade giving exercises to develop appreciation of good proportion, shapes and grouping.

Design. Make easy surface designs for face veil, calico, or paper to cover candy box. Conventionalize such flowers as daisy, horse-chestnut buds, and apple or cherry blossoms, using results for decoration of booklets and making borders.

Color. Teach new color effects, as gray-red, gray-blue, gray-yellow. Make landscape drawings with colorings of season. On gray paper draw with pencil, crayons, or brush, slender grasses with stems. Study the onion for beauty of color. Paint it as well as other vegetables and fruits, in mass. Size, shape and arrangement of planting should be carefully considered.

Pose Drawing from Life. Paint with black and one color, or brown and one color. Work for new distribution of values.

Picture Study. Study three selected pictures from some noted artist in connection with language work.

A Class. Continue all lines of work suggested in Third B outline.

Story Telling with Brush may be introduced in this grade. (suggestions in special outline will be given). Make graded water-color washes and decorate, for construction of lanterns.

Grade IV.

B Class. Continue suggestions for Third Grade.

Design. Use block printing and paper cutting in tinted paper. Results may be used in construction work. Introduce some easy stencil work. (Special monthly outline for this work will be furnished).

Lettering. Teach plain alphabet, on squared paper.

Color. Give special attention to color, harmony, using colored crayons and water colors as medium. Use tinted paper for much of the work. Study growth and characteristics of such trees as maple, pine, poplar, oak. Make tree silhouettes on gray or tinted paper and mount. Use some simple grouping of vegetables and fruits, giving special attention to group arrangement and spacing.

Picture Study. Study three pictures selected from some famous artist in connection with language work.

A Class. Continue suggestions for Third Grade and Fourth B. Grade.

Pencil Work. Make sketches from nature of branches and buds, stems, grasses and flowers, as oats,

burr-grass, canterbury bells. Make simple landscape sketches, also sketches of groups of fruits.

Design. Conventionalize with straight lines clover blossom and California poppy using results in construction of booklets.

Stenciling. Have pupil make his own stencil by drawing and cutting out, also by free hand cutting. Use results for making borders. By repeated use of stencil make a surface design for matting or linoleum,

Lettering. Continue work of Fourth B Class and use on book covers, valentines and special programs.

Grade V.

B Class. Continue work of fourth grade.

Design. Work out simple surface designs on tinted paper, which may be made into boxes for Christmas favors.

Make other "allover" patterns suitable for percales, wall paper, and carpets.

Stencils. Continue work suggested in Grade IV.

Landscape Work. Use crayons as mediums on tinted, bogus and gray paper. Study tone in "sunset" and "cloud" effects.

Lettering. Make alphabet on squared paper. Combine "designed units" on squared paper with lettering to be used in construction work.

Color. Continue work of lower grades in water color and crayons, teaching tint, shade and tone.

Picture Study. Three selected pictures from famous artists.

A Class. Continue work of outline for preceding grades in color, design, pose drawing from life, and picture study work.

Still Life. Draw groups of two related objects; study arrangement carefully.

Perspective. Study foreshortening of a circle in different positions. Students should be well grounded in drawing ellipses, so that objects with circular tops may be well produced. Cylindrical shaped objects should be given special attention in this grade.

Grade VI.

B Class. Continue work of preceding grades in design; color work, using both water colors and crayons; picture study work correlated with language work.

Landscape Work. Compositions in three values. Use as a medium, water colors, crayons and pencils.

Perspective. Continue study of ellipse and cylindrical objects. Give special attention to study of "rims and handles" from objects, also objects involving the principle of the cube.

Still Life. Sketch with pencil or crayons, groups, of two or three objects which seem to belong together as, bowl with one or two apples or tomatoes. Animal and pose drawings should be continued either in shadow with brush or pencil outline. Do not work in detail.

Lettering. Continue the work on squared paper, of the previous grade.

A Class. Continue work as outlined for B Class with suggestions for special or supplementary work from supervisor.

PHYSIOLOGY, HYGIENE, SANITATION

The work in this subject should be closely associated with physical training. The instruction should be along positive lines, rather than along negative lines. The thought should be impressed that the ideal is a strong healthy body, rather than dwelling on things to be avoided.

The study of this subject will fall far short of its purpose unless it wins the individual to lead a life of intelligent conformity to the laws of the preservation of health. Avoid extravagant statements in the teaching of effects of stimulants and narcotics. It is always safe to tell the truth based upon rational and scientific investigation, but unwarranted statements or exaggerations may do positive harm, when the pupil finds out later that the facts were misrepresented.

In the elementary school the chief aims are:

To interest the child in the proper care of his body.

To interest him in simple facts concerning the house in which he lives, and to note its wonderful structure and its adaptability to daily use.

To teach the simple laws of hygiene and sanitation that will early in life lead to the formation of habits of cleanliness and neatness and temperance in all things; so that he may enjoy a healthy, happy, useful life.

Again let it be said that the primary purpose of the course should be to have the pupil form habits of right living and give him a clear conception of the laws of health. The present tendency in the teaching of physiology is to minimize the importance of anatomy

and to emphasize the side of sane living. In fact, the subject is only rightly taught when the teachings are reflected in the daily life of the pupils. The work of the first three grades should be confined to the interesting health talks, given by the teacher, who should encourage a general discussion on the part of the pupils. The topics outlined should be repeated from year to year, each year's work being adapted to the understanding of the pupils. Only by repetition can right habits become fixed.

Grades I, II and III.

CARE OF EYES: Protected by brow and lid, joy of sight, positions regarding light in study and reading, avoid contagion, how to remove foreign substances from the eye.

CARE OF EAR: Importance of good hearing, use of the ear, care of the ear, cleanliness, foreign bodies, joy of hearing, hear good and not evil, avoid blows on the ear.

CARE OF TEETH: Reasons for decay of teeth, bad effects of sweets, care of teeth, enamel may be broken by biting hard substances, tooth brush and cleaning teeth.

FOOD AND EATING: Sense of taste, proper choice of food—wholesome and unwholesome, harmful foods, necessity for slow eating, cheerful frame of mind while eating, table manners, bad effects of over-eating, food too hot or too cold, care of mouth and throat, dangers of common drinking cup.

BATHING: Necessity of, when to bathe, how often, etc. Hot and cold baths.

CARE OF HAIR: Brushing and combing the hair, keeping the scalp clean.

CARE OF NAILS: Avoid biting the nails, how to remove hang-nails, cutting and cleaning.

THE NOSE: Breathing—use of sense of smell for enjoyment, also for detection of foul gases, importance of pure air, ventilated rooms, outdoor sleeping, breathe through the nose not the mouth, why? chest measure and way to develop, avoid contagion, dangers of spitting.

CLOTHING: Clearness, season changes, freedom for play, deep breathing, etc. Compare with Eskimo, etc.

SHELTER: Why needed, need of pure air emphasized.

EMERGENCIES: In a simple way a number of accidents should be studied with a view to treating them. How to treat cuts, bruises, sprains, fractures, to the end that when these accidents occur the children may escape any fright or panic. What to do when the clothing of a person takes fire. What to do in such conditions as fainting, etc.

EXERCISES: Importance of, best games and plays, dangers of over exercise, etc.

Grade IV.

Class B. Primer of Hygiene in hands of pupil. Two recitations a week. First half of book completed.

Class A. Primer and Hygiene, completed. Two recitations a week.

Grade V.

Class B. Primer of Sanitation in hands of pupils. Two recitations a week, first half of text completed.

Class A. Primer of Sanitation in hands of pupils. Two recitations a week, text completed.

Grade VI.

Classes B and A. Occasional talks by teacher on good health, sanitation, hygiene, with special attention to emergencies and preventative measures.

ELEMENTARY MANUAL ARTS.

The purpose of the course in Manual Arts is cultural, not utilitarian. The end sought is not so much skill as the development of the child through the exercise of his natural, spontaneous self-activity. The aims of Manual Arts may be briefly enumerated as follows: To develop habits of neatness and accuracy. To bring the child in touch with the industries of the world, and thereby to stimulate an interest in and respect for manual labor. To develop patience and perseverance, emphasizing that it takes time to do a thing well.

To develop the aesthetic and moral together with the practical side of the life of the child.

To appreciate worthy *products* in constructive art as well as worthy products in literature, music, history and the like.

(This point has the same relation to art that literature has to language).

To bring the school and the home into close harmony through the construction of articles of value and use in the home.

Grade I.

B Class:

Paper cutting and folding.

Spool knitting.

Paper mat weaving.

Clay modeling.

A Class:

Mat weaving, continued, securing a variety of weaves.

Making and furnishing a doll's house.

Sand table used as aid to study of primitive life, as Eskimo, Arab, etc.

Observing "Special Days" with paper cutting.

Clay modeling.

NOTES FOR GRADES I AND II

CLAY MOULDING should be given once a week during October and November, then discontinued at a regular period after that date until the spring term. Model fruits or vegetables in the round, simple flowers and animals on a tile.

FREEHAND PAPER CUTTING should be used as a means of expression of nature study, language, history and literature. It should also include some definite study of masses.

Weaving. Tell the children something of beginnings of weaving. (See "Occupations for Little Fingers"). Emphasize color and design feature of the work.

Grade II.

B Class.

Hand loom weaving of hammocks (original design or arrangement of color).

Free hand cutting leading to illustration of stories, rhymes, games, etc.

Observe "Special Days" by paper cutting and construction.

Making and designing cover for spelling booklet.

A Class

Rug weaving in wool.

NOTE—Before beginning have each child work out design of his own rug on paper, then do wool work from this copy.

Make and design booklet for language.

Clay modeling—more difficult problem. Circus animals, on a tile. Story illustration. Ask for original idea in clay modeling.

Freehand paper cutting.

Grade III.

B. Class:

Making of a circular picture frame—wrapping cardboard with raffia.

Stocking cap or Tam O'Shanter designed and woven.

Making and designing of "Special Day" calendar.

Clay modeling—hand pottery.

Making and designing language booklet.

A Class:

Knotting of raffia—covering of bottle or jar with knotted raffia, knotting a shopping or school bag.

Making of book cover—simple clover design. Have each child work out an original design before taking up work on cover.

Free cutting of scenes, memorized or stories reproduced. Mount.

Make and design "Special Day" post card.

Grade IV.

B Class:

Make and design cover for booklet in which small reproduction of famous pictures studies are mounted.

Reed baskets, mat or tea tile.

"Special Day" booklet with original block print or stencil design.

Make and design book mark.

A Class:

Raffia baskets.

Make and design book cover using original stencil for decoration.

Make a blotter pad using design in block printing.

Make "Special Day" calendar.

Grade V.

B Class:

Make paper candy box; decorate with original surface design.

Make raffia basket.

Make and design cover for portfolio in which to keep drawings.

Make and design whisk broom holder.

A Class:

Cardboard construction work. Introductory lessons as specially outlined by supervisor.

Problems: Report card holder.
Square box.
Six pointed star.
Pyramid.
Candy box.
Card basket.

Grade VI.

Girls, sewing, see High School outline.
Boys, shop work, see High School outline.

PHYSICAL TRAINING AND PLAY.

It is important that the school set aside regularly-recurring periods when the mind can be rested and the body strengthened by pleasing, helpful exercise. In the selection of muscular exercises, the teacher should take those which tend to secure for the child: (1) *A desirable hygienic effect on the body as a whole*; (2) *certain desirable special effects, most important of which are the correction and prevention of faults of form or carriage of the body at rest or in motion.*

To obtain the first of these two results, nothing can take the place of the rollicking, romping games which are played out of doors. An abundance of active games of the sort ordinarily played by school children is perfectly safe and healthy, when not carried to extremes. A moderate amount of fatigue is not unwholesome; but in general, exercise should stop short of severe fatigue.

Each teacher should interest herself in the outdoor activities of her children and seek to foster in her

pupils a wholesome interest in such forms of exercise, making for mental relaxation and fine physical tone. She will find that with thought and study, she can suggest many games and activities to her classes which will prove interesting and profitable, and at the same time, indirectly increase her hold upon the affections of the children. A number of books dealing with this important phase of education is available, and should be made use of by the teacher.

The most important faults of form and carriage which the teacher should seek to correct and prevent (through special exercises, regularly given), through continually insisting that correct position in sitting, standing and walking be maintained, are as follows: (See Hough and Sedgwick, *The Human Mechanism*, Ginn & Co.)

A. *The failure to hold the neck erect* (allowing it to bend forward). This comes from the fact that the weight of the head will carry it forward if the tendency is not corrected by the proper training of muscles of back and trunk. The position of the head usually taken in reading, writing and sewing in another cause of this bad habit.

B. *Round or stoop shoulders*. This tendency may be due to various causes—to faulty posture, to weak back muscles, to contraction of the muscles of the breast and in some cases to hereditary structure. There is no excuse for round shoulders among healthy people. Through breathing exercises in which all portions of the lungs are filled and through exercises which will stretch the muscles of the breast and develop those of the back, this tendency can be corrected in a large measure. In order to succeed entirely,

however, the teacher must insist that correct habits of sitting, standing and walking be formed. Call attention to the absurdity of using shoulder braces for the correction of round shoulders.

C. Too great *curvature of the spine "outward" in the region of the shoulders and "inward" in the region of the abdomen.* A certain amount of curvature is normal in these regions, but there is usually a tendency to excessive curvature in these parts, owing to the weight which the spine supports. To sit erect requires an effort and this feeling of effort comes from the fact that the spine is kept in normal curvature by the action of a complicated group of muscles and ligaments of the spine. To sit, stand or walk erect involves activity of these muscles. When these cease to act the faulty curvature becomes more pronounced. Hence the great value of the exercises which tend to straighten the spine—exercises, for example, in which while standing on our feet, we try to make ourselves as tall as possible by our muscular efforts. An exercise such as this trains and strengthens the muscles in use, and strengthens the other set of muscles which act in opposition.

D. *Lateral Curvature of the Spine.* This is due to the muscles and ligaments on one side becoming shorter than those of the other. Nothing is more responsible for this than improper positions at the school desk. Through careful attention to correct posture the teacher can do much to prevent this. Besides, give active exercises which will strengthen the muscles of the spine. Exercise shows that these movements are best in this connection which tend to elongate the spine.

E. *Undue protrudence of the abdomen.* This is due to weak abdominal muscles, to incorrect habits of breathing and to undue curvature of the spine, in the abdominal region. The correction lies in breathing exercises in which the abdominal muscles act at the same time as the ribs and diaphragm, and in movements to prevent undue spinal curvature. These, however, like all corrective exercises must be followed by maintenance of the correct position of the trunk. Indeed, it may be said that the most important factor in securing a fine carriage of the body is to bring the conscious attention of the children a knowledge of the correct postures through sensations of position. The child who never carries his shoulders back, who doesn't draw his chin in, and carry the crown of his head high, knows nothing of correct position because his sensations for correct position are lacking. Hence one of the first steps in correcting this and similar faults must be to *experience the muscular sensations which come from correct carriage*; and the more frequently these sensations are experienced, the more likely are they to replace his erroneous judgment.

From what has been said it will be clear that the physical exercises of the school room should be directed towards securing work for the big muscles of the back and neck, and in strengthening the muscles of the breast, rather than to the exercising of the shoulder muscles of the arms and legs, which can be safely left to the activities of the playground. Teachers, therefore, will be required to devise such suitable breathing and muscular exercises and to give them to the children in their classes at regular times every day. As far as possible when giving these drills, the windows

and doors should be thrown wide open to the fresh air; and better still, have the drills, if it can be done at all, conducted out of doors in the open air. The best drills for correct carriage of which we know are the "setting up" drills regularly given to the recruits of the United States army. Directions for these drills together with all necessary explanations will be given from time to time by the physical director. Let it be remembered that each teacher is to conduct the physical training and playground work for the pupils of her department under the supervision of the physical director.

Suggestions:

1. Not less than ten minutes daily are to be devoted to formal gymnastics. The regular recess time must not be used for this work.
2. During all lessons never lose sight of the fact that if the time devoted to gymnastics is to be valuable to the pupil the work must be well directed and vigorous.
3. A new lesson outline will be begun every two weeks under the direction of the supervisor of physical training.
4. Recreation drills, breathing and relaxation exercises are to be given several times every day between classes and they will not be supplanted by the exercises described heretofore, but are to conform to the directions of the supervisor of physical training.
5. Preferences of place: First, school yard; second, a special room or hallway; last, the school room.
6. Ventilation. Under no circumstances should physical exercises be given without an adequate supply

of fresh air. Open the doors and windows and keep them open as long as conditions will allow.

7. Gymnastics performed indoors must of necessity be of a rather limited range, confirming themselves to calisthenics, folk games, and similar tactics.

8. Extensive work in running, hopping games and similar exercises can be introduced only on the playground. In yards that are suitable track and field work should be taken as frequently as possible.

NOTE—Regular organized exercises will be furnished each teacher from time to time by the supervisor of physical training.

ETHICS—MORALS AND MANNERS.

The day is coming when man will be valued for what he is and not for what he has. In every department of teaching the most important aim is to develop character. Let it be forever borne in mind that what a child grows to be is of far greater importance than what he knows. The children of today must be so trained and taught that they will develop the type of character that will lift humanity to a higher plane of living.

Of those who start in business for themselves, it has been calculated that at least one-third sooner or later fail. Worse than that, many who succeed in making a living fail in life. They may be what the world calls successful and yet find life more or less a bitter disappointment. It has always been the purpose of the American school system to prepare for success-

ful living, and to supply to the pupil the necessary knowledge by training his powers through effective exercise, and by developing and strengthening the interests and tastes that will enrich both his leisure and his working hours. Frequently there is not enough conviction in the minds of parents and teachers that the responsibility of the child's acts, either good or bad, rests on their shoulders—that the final outcome of the child's life depends almost entirely upon environment and influence which the authority of teachers and parents provide. Who primarily is responsible for the formation of the child's character? The parents and teachers are the guardians of the child's future heritage and should the parents fail in their duty, the teacher's responsibility is doubled—pity the child if both parents and teachers fail him.

In presenting this work in the nature of lessons to children, great care should be taken on the part of the teacher that right impressions are made. Extravagant statements, sentimentally, and controverted points should be avoided. Teachers should take advantage of circumstances that arise on the playground or in the rooms to point out the importance of right doing. It is very important that this training be not presented in stilted, formal manner, otherwise, it will be worse than useless. The teacher who fails to make use of the playground work as a means of cultivating character, misses a rare opportunity. Watch the child at play. It is a golden opportunity for you to learn the real child, his likes and dislikes, his strong and weak traits. In his games and play you have an almost ideal condition for cultivating and enthroning right ideas and ideals of honesty, fairness, firmness,

the square deal, protection of his own rights and consideration for the rights of others, proper and just championship. Unobtrusively take note of him in assemblies, in crowds—is he bold and assertive, or weak and timid? Make wise use of every opportunity to teach him how to behave in such places. Teach him to abhor attracting attention to himself by noise, or misbehavior. Teach him how to walk, to pass noiselessly over the floor; how to regulate the pitch of his voice to his surroundings. These suggestions do not mean that you shall rob him of his childhood, on the contrary, there are times, proper times, when children may shout and laugh as loudly as their lungs permit and they should be encouraged to do so. There are times and places when children should romp as wildly as their muscles will let them and they should be encouraged to do so. Every considerate teacher knows when, where, how much, and how little. The teacher's mission in this work will carry her to the playground, for the best results in conduct forming and character training will never be achieved unless precept be supplemented by the "laboratory method."

More character forces are made and unmade on the playground than most people dream of. Here is the place to get at the real child—to catch him off his guard—to see the real self in action. Here is the place to discover his ideals and the place to help him supplant the lower with the higher ones.

The outline of the work in Ethics is based on Cabot's "Ethics for Children"—an excellent presentation of the work. Let the work have a regular place in the program at least twice a week, oftener if possible. The morning periods may be used. Make the

work attractive, happy, healthful and yet forceful. Present the work in the form of stories, talks, discussions, dramatization, and games. Each year's work centralizes around one general theme, and the author has carefully outlined the work for each month of the year. Follow the author's plan in this regard. Avoid reading the lessons from the book. Carefully prepare each lesson. Study the notes to teachers and the introductions given the author. Tell the stories. Talk to the children. This is far more effective than so much reading, especially in the lower grades. The teacher must enter into the spirit of each topic presented if it is to be effective.

Among the books which every teacher of this work should have, are:

Poems Every Child should Know, by Mary E. Burt.
How to Tell Stories to Children, by Sara Cone Bryant.
World Stories, by Joel H. Metcalf.
The Pig Brother, by Laura E. Richards.
American Book of Golden Deeds, by James Baldwin.
The School Speaker and Reader, by William DeWitt Hyde.
Control of Body and Mind, by Frances Gulick Jewett.

Outline of Central Themes.

GRADE I. Helpfulness.
GRADE II. Home Life.
GRADE III. Work.
GRADE IV. Golden Deeds.
GRADE V. Loyalty.
GRADE VI. Friendship.

MUSIC.

Music is a language which speaks to the heart and soul of every nation. It must be presented in our

schools as a language, teaching the child to express himself in music as well as in speech.

The day is past when intelligent people question the value and uplifting power of music in the public schools. On every hand is heard the call for music as a part of the school training, calculated to best fit the pupil to lead and enjoy life to its fullest extent.

Music is the language of the emotions—the spirit—the soul. It is the duty of the public schools to guide and develop the higher emotions of the child through the medium of good music and cultivate in the child a taste for the best in music. When the emotional life is wholesome, strong and pure, we will have not only created an appreciation for good music, but also ideal social conditions as well.

GENERAL SUGGESTIONS.

The music period should be one of joy and enthusiasm for both teacher and pupil. The lesson should pass off with energy and interest, all pupils taking part.

The teacher should conduct the class during all song singing, either with baton or hand. In song singing, good tone quality, correct tempo, good enunciation, correct pronunciation and good phrasing should be observed. These are obtained through an understanding and appreciation of the text and a desire to give those listening a beautiful and correct interpretation of the song.

Make use of songs children most enjoy as a morning tonic at beginning of each day's work. Remember that the chief function of teaching music is to create an intense enjoyment of it, and not the mere

mastery of technical detail. If children do not love to sing, something is wrong. A good song in a child's mind is one of the greatest moral forces.

Teachers are expected to teach music of their respective grades. There is no excuse for a teacher not being able to teach the singing. It is not necessary that the teacher be an accomplished musician. Many excellent teachers in music sing very little.

General Directions.

(1). Work for quality rather than quantity in public school singing. Never under any circumstances allow the pupil to use harsh, nasal tones.

(2). Always require the class to sit straight in seats, holding books up on desks.

(3). The pitch-pipe should always be used in finding the key.

(4). Have plenty of fresh air in room during all singing periods.

(5). Give one minute of each lesson period to breathing. Place hands on hips and inhale noiselessly through the nostrils while the teacher's hand is raised. Exhale while teacher's hand is lowered. Sustain imaginary feather in air while exhaling slowly.

(6). Give plenty of Rhythmic Writing: a. Memorize song, both words and syllables. Develop Rhythm and swing.

b. Prepare staff with correct key and meter signatures.

c. Point on staff as song is sung with "loo" or syllables.

d. Write heads of notes as song is sung with "loo" or syllables.

e. Add stems to notes as song is sung with "loo" or syllables.

f. Place measure bars as song is sung with "loo" or syllables.

g. Sing from completed picture.

(7). Song singing is one of the strongest social features of the school room. If properly studied it secures unanimity of thought, feeling and action. The best interpretation can be had only when song is memorized and conducted by the teacher. The tempo of the song should be the tempo of the words when spoken. Good phrasing should be carefully observed; clear, distinct enunciation and correct pronunciation help greatly in securing good tone quality. If the text is not well rendered, the song lacks vitality and good form. Pure introduction and good tone quality can be secured only when there is keen interest and mental alertness. Never sing beyond the point of interest.

(8). In developing the study of song, learn song by rote, both words and syllables. In developing that follows sing song with syllable or loo, not with the words. Sing and listen for song pulses. Determine kind of measure and swing, rhythm. Place staff with correct key and meter signature on black board. Teacher writes song rhythmically while class sings song with the picture and use phrases for ear training and pointing. In second grade, A division, have children take books and sing from printed page after having learned words and syllables by rote. In third grade, learn song by rote with books in hands of children. Bring out all technical points of song. Beyond the third grade the study of the song should be sight-

reading on part of the class. The teacher may prepare them by bringing out all the technical points of the song through observation work. If class reads slowly, let them read the song through silently several times before singing.

(9). Give ear-training exercises daily.

(10). Require memory work at least once a week.

(11). Require individual work in all grades, especially first five years.

(12). Use the Victrola as much as possible.

OUTLINE OF WORK

Aim: To develop the inhabitant musical nature of the child.

Process: Work from the known to the unknown, present the thing before the name, developing:

(1). Rhythm.

- a. Through reciting Mother Goose Rhymes.
- b. Phrases in songs.

(2). Metre.

- a. Marching.
- b. Clapping.
- c. Swinging circles in air and on board.
- d. Folk games.

(3). Pitch.

- a. Through songs illustrating scale and tonic arpeggio.
 1. Singing of syllables as such.
 2. Visualization on staff.

Give many rote songs. (Songs to be used found in outline). Use the Victrola a great deal especially during rest period, in order that children may form habits of listening to music.

Material used:

Songs of the Child World, Gaynor. No. 1 and No. 2.

Churchill-Grindell. No. 1 and No. 2.

Primer. Alys Bentley.

Primer. Modern Music Series.
Lilts and Lyrics. Gaynor.

GRADE II.

Follow logically work of the First Year.

- (1). Rote Singing. (Songs to be learned found in outline.)
- (2). Simple songs to illustrate rhythmic figures.
 - a. Learn song by rote.
 - b. Learn name of notes by rote.
 - c. Discover metre and swing it.
 - d. Teacher writes song on staff while children sing.
 - e. Have children place circles under notes.
 - f. Have children dot accent tones, then place measure bar and metre signs.
- (3). Give memory work at least once a week.
- (4). Last half of year, have children find all songs in their books.
 - a. Point with their finger as they sing. Teacher stands in back of room in order to watch each child carefully.
- (5). Individual work with phrases.
- (6). Ear-training—Find songs while teacher sings.
- (7). Material used:
Congdon's Music Primer.
Primer, Modern Music Series.
Gaynor, Songs of the Child World.
Lilts and Lyrics.

GRADE III.

- (1). More advanced rote songs.
- (2). Second grade rote songs used for study songs. (Follow directions in outline).
- (3). Present the pulse and a half beat, two pulse beat, the divided beat and rests.
- (4). Writing of songs in rhythm.
 - a. Sing songs.
 - b. Point songs.
 - c. Write songs. (Follow directions in outline.)
- (5). Ear tests and rhythm tests given weekly.
- (6). Learn key signature of songs studied.
- (7). Give a great deal of memory work.
- (8). Use Victrola as much as possible.
- (9). Material Used:
Lilts and Lyrics, Gaynor.

Songs of the Child World.
Primer, Modern Music Series.
Churchill-Grindell, No. 2

GRADE IV.

- (1). Rote Songs.
- (2). Study songs pointed but not written. Give much observation work before pointing, bringing out all technical points. Much individual singing of phrases.
- (3). Memorize all key signatures used in songs.
- (4). Game idea.
 - a. Use phrases of songs for individual work. Arrange girls against boys, or A class against B class, or any way teacher thinks best.
 - b. Give proficiency cards to child or division winning most points. Give this game once a week. To those who are backward in singing of phrases give an extra study period during week.
- (5). Key Study. Sing and point scale. Sing and point chord melodies: 135, 468, 572, 81.
- (6). Chord Progressions. Tonic chord in its three positions: 135, 358, 583. Progression from Tonic to Sub-dominant. First position: 135, 146, 135.
- (7). Pointing of melodies in blank staff.
- (8). Special attention to rhythmic figures used.
- (9). Material used:

First Book, Modern Music Series.
Lilts and Lyrics, Gaynor.
National and Folk Songs. (Found in Outline).

GRADE V.

- (1). Rote Songs.

Teach as many as possible from books which may be placed in hands of children. Have children follow carefully both words and music while teacher sings song several times, then have children sing a phrase at a time. Always memorize the rote songs.
- (2). Carry on chord work begun in fourth grade. (Follow carefully instructions in outline).
- (3). Emphasize two part work. Have parts learned together and not separately.
- (4). Memorize absolute pitch of scale.

- (5). Scale Formation study.
- (6). Study of twice divided beat, tie, slur and rests.
- (7). Memory work and ear tests given weekly.
- (8). Material used:
Second Book Modern Music Series.

GRADE VI.

- (1). Rote Songs. (Found in outline).
- (2). Continuation of chord progressions. (Found in outline).
- (3). Singing of three parts, learned together. Do not take separately. Sing an entire phrase at a time. Do not take measures separately.
- (4). Memory and ear tests given often.
- (5). Continue study of key formation.
- (). Material used:
Alternate Third Book, Modern Music Series.
The Coda, Ginn & Co.

The Secondary School

Introduction.

The American school system is in the process of undergoing a radical reorganization, in the endeavor to adjust itself to the needs and demands of modern industrial life.

For many years at every national educational meeting, the problem of lengthening the secondary course of study has been a subject of vital interest—like Banquo's Ghost it would not down—and today the sentiment in its favor has grown to an extent that makes it almost unanimous.

Today, in nearly every city in the land, there is going on a movement of reorganization of school work that looks toward an equal division of time between the elementary school and the secondary school. There is nothing in pedagogy or psychology that justifies the eight year elementary school and the four year high school.

A score or more of representative cities have during the past few years, thoroughly tested the merits of the plan, and in every instance reported there is enthusiastic approval. It awakens a vital interest in the work and keeps the boys and girls in school. In every instance the Junior High School enrollment was more

than doubled in two years time. The Grand Rapids, Michigan, junior high school, during the past two years, has grown from an attendance of 430 to an attendance of 851. Los Angeles made a much greater gain. Many other cities made similar showings.

The plan is a good one. It is feasible, just and advantageous.

The Lewiston secondary school will offer six years of work in differentiated courses leading to various goals. The course includes certain fundamental subjects required of all pupils, but throughout the course an increasingly wide range of electives is offered, subject to carefully supervised election.

The general experience of schools using this plan demonstrates the fact that it is wise to divide the secondary work into two administrative units of three years each—the junior high school and the senior high school. Each has its own principal assembly, laboratory and equipment, and each working in the atmosphere of a world of its own—yet each supplements the other by close cooperation in general work.

It will be well if this work is planned so that several teachers in the senior high may each teach at least one class in the junior high school, and vice versa. This interchange is beneficial to both teachers and pupils because it gives a larger horizon and a broader sympathy.

The lengthened course of study for the secondary school is a definite constructive effort to answer the wide spread criticism inveighed against the schools. It seeks by creating a live interest, to carry the student safely over the break between the elementary school and the high school.

The junior high school is the crux of the entire reorganization movement. Here is the place for the wisest, ablest teachers available, who will exercise unusual care and sympathy in introducing the pupils to departmental teaching and individualistic work of a prevocational nature—in which the pupils have an opportunity to try their powers, test themselves, find themselves, as it were.

Ex-President Elliot of Harvard University, in a recent address, said, "The junior high school plan is of vital importance, because it tends to do away with the sharp distinction between the elementary school and the high school. It also tends toward the earlier introduction of many subjects now reserved for the high school—a reservation which is not only extremely unphilosophical, but also practically inexpedient."

The junior high school is charged with the responsibility of creating a live interest in the work; giving it the vital touch; developing a high sense of individual responsibility and a serious attitude toward the work. There are always some pupils in the grammar grades, especially, who have lost step, because of some unfortunate environment or heredity, or sickness, or other cause; and for these the plan of promotion by units of subjects will offer an opportunity of getting into line again.

Vocational guidance work will be done by means of the work in English, and is under the direction of the teachers in charge. No effort is made in this work to have each boy and girl choose a definite vocation but a strong effort will be made to arouse in him a desire to be something worth while.

The junior high school should greatly transcend the grammar school work now being done, in preparing the pupil to take up the tasks of life successfully, if he must leave school at this time; or if he enters the senior high school, to enter it at a much higher level than at present.

The senior high school is charged with developing a *spirit* of enthusiasm that will make every boy and girl who is prepared for the work eager to enter. Here the work must have a wide range of interests to fit the demand of various groups of activities. The boys and girls are verging on the threshold of adult life. The vocational nature of work must be strongly presented here. Let every student be given opportunity time and again to become interested in some special work or goal of activity. Primarily the aim of the senior high school is to prepare its students for life.

The High School

PROGRAM OF STUDIES.

JUNIOR HIGH SCHOOL.

Junior I

Required	Periods Per week	Elective	Periods Per week
English	5	German	5
Mathematics	5	Spanish	5
History-Geography . . .	5	Latin	5
Music		Sewing	2
Penmanship		Cooking	2
Physical Education		Shop work and drawing	4
Elective	10 or 5	Fine and Industrial Arts	1
	<hr/> 20		

Junior II.

Required	Periods Per week	Elective	Periods Per week
English	5	German	5
Mathematics	5	Spanish	5
American History and Citizenship $\frac{1}{2}$ yr..	5	Latin	5
General Science $\frac{1}{2}$ yr.	5	Sewing	2
Music		Cooking	2
Physical Education . .		Shop work and drawing	4
Elective	10 or 5	Fine and Industrial Arts	1
	<hr/> 20		

Junior III.

Required	Periods Per week	Elective	Periods Per week
English	5	German	5
Music		Spanish	5
Physical Education ..		Latin	5
Elective	20 or 15	Greek and Roman His-	
	—	tory	5
	20	Biology	5
		Algebra	5
		Commercial Geography	
		½ year	5
		Commercial Arithmetic,	
		½ year	5
		Cookery and Sanitation	4
		Shop work and drawing	4
		Fine and Industrial Arts	1

SENIOR HIGH SCHOOL

Senior I.

Required	Periods Per week	Elective	Periods Per week
English (including		German	5
Word Analysis) ...	5	Spanish	5
Physical Education		Latin	5
Elective	20 or 15	Agriculture or Botany ..	5
	—	Plane Geometry	5
	20	Bookkeeping ½ or 1 yr.	5
		History:	
		European, ½ year ...	5
		English and Modern	5
		Astronomy, ½ year ..	5
		Physiology, ½ year ..	5
		Dressmaking	5
		Cabinet making and	
		designing	5

Senior II.

Required	Periods Per week	Elective	Periods Per week
English	5	German	5
Physical Education		Spanish	5
Elective	20 or 15	Latin	5
—		American History and	
	20	Civics	5
		Advanced Algebra,	
		½ year	5
		Solid Geometry,	
		½ year	5
		Psychology, ½ year . .	5
		Ethics, ½ year	5
		Chemistry or Physics..	5
		Stenography	5
		Typewriting	5
		Music	2
		Chemistry and Physics	
		of the Home	5
		Cookery and Household	
		Management	2
		Domestic Art	3
		Forging	5
		or Turning and pattern	
		making	5

Senior III

Required	Periods Per week	Elective	Periods Per week
Physical Education		German (College Ger-	
Elective	25 or 20	man)	5
—		Spanish, (College Span-	
	20	ish)	5
		Latin (College Latin). .	5
		Physics or Chemistry. .	5
		Economics, ½ year . . .	5
		Sociology, ½ year . . .	5
		Trigonometry, ½ year. .	5
		Stenography	5
		Typewriting and office	
		training	5
		Commercial Law, ½ yr. .	5
		Any suitable secondary	
		subject or work	5
		Millinery and Costume	
		making	5
		House Construction,	
		½ year	5
		Cement work, ½ year . .	5

ENGLISH

High School English has two ends to accomplish: (1) to lead the pupil to a power of expressing himself in a natural, agreeable form, both oral and written; (2) to acquaint him with literature and mold his taste for his future reading.

Inasmuch as every teacher is a teacher of English and the great drill and discipline in the use of correct English is derived outside of the formal English class, close correlation of all work with the English department and great vigilance on the part of all teachers, are required in order that the work taught in the formal English classes may not be abstract.

The High School course does not aim to produce poets and novelists but to give facility in the mother tongue. An effort must be made to secure habits of clear, concise, adequate expression in all their work.

No written work should be assigned in any subject unless it can be given the teacher's criticism. Nor should any teacher accept written work of any form unless it meets with the requirements set by the English department. The oral English of the English class must be the oral English of the school. Correlation of work is the only thing that can bring this about.

In the three years in the Junior High School, a definite plan of correlation will be followed, and such a habit of careful expression developed that it can be easily maintained through the following years without so much attention.

This course in English includes grammar, reading, spelling, composition and literature; a relative amount of each being provided for each semester's work throughout the six years of High School.

Spelling.

Junior High School:

One period per week. No text is used and work lists are prepared to suit the needs of the pupils in the building of his vocabulary. The list should not exceed fifty words a week. The simple rules for spelling some classes of words should be taught and applied.

The use of a dictionary should be frequent and the history of words commenced. Complete American word book, 7th year.

Senior High School:

A regular weekly spelling period of at least fifteen minutes should be maintained in the English classes giving lists of words from the current work.

Grammar.

Junior I, B and A:

Only such formal work as is given in Live Language Lessons.

Analysis of sentences as to meaning.

Drill on parts of speech.

Study special forms of modifiers.

Junior II, B:

Buehler: Modern English Grammar, Revised.

Two periods per week, complete Chapter V.

Junior II, A:

Same, and complete text.

During following years the formal grammar work is incidental and largely transferred to the Foreign Language study. However, the teacher is expected to keep the basic principles in constant review, clinching any word or sentence-form in their minds, by the occasions that arise in the current literature and composition work.

READING AND LITERATURE.

In this schedule of the reading, its extensiveness rather intensiveness is emphasized in the Junior High school. Each semester's work throughout the course is grouped about some particular form of disclosure and arranged so that, as the youth's experiences of life become more intricate, they find the expression of it in their reading.

The expansion of intellect and emotions means the expression of character.

The history of Literature is made incidental to the literary form and content.

A library list for the collateral reading is provided for each semester's work and is closely associated with the form or content under study.

JUNIOR I. B.

Emphasis—The Story in prose and poem.

Correlation—Geography-History.

Read:

Lamb—Tales from Shakespeare.
Longfellow—The Courtship of Miles Standish.
Hale—A Man Without a Country.
Dickens—The Christmas Carol.
Riley—Selections.
Searson Reader—Selections.

Library List:

Aldrich—The Story of a Bad Boy.
Barbour—For Honor of the School.
Barbour—Winning His "Y".
Custer—Boots and Saddles.
Dodge—Hans Brinker of the Silver Skates.
Eggleston—Hoosier School Boy.
Earle—Customs and Fashions of Old New England.
Eastman—An Indian Boyhood.
Martin—Emmy Lou.
Joaquin Miller—True Bear Stories.
Pyle—Merry Adventures of Robin Hood.
Parkman—The Conspiracy of Pontiac.
Parkman—La Salle and the Discovery of the Great Northwest.
Rice—Mrs. Wiggs of the Cabbage Patch.
Swift—Gulliver's Travels.
Van Dyke—The Other Wise Man.
Wiggin—Susanna and Sue.
Kelley—Little Citizens.

JUNIOR I, A.

Emphasis—The Story in prose and poem.
Correlation—Geography-History.

Read:

Hawthorne—Twice Told Tales.
Coleridge—The Ancient Mariner.
Tennyson—Enoch Arden.
Franklin—Autobiography.
Field—Selections.
Searson Reader—Selections.

Library List:

Aldrich—Marjory Daw.
Barbour—Tom, Dick and Harriet.
Barnes—The Story of Light Horse Harry.
Clemens—Tom Sawyer.
Cooper—Deer Slayer.

Eggleston—Hoosier School Master.
Earle—Customs of Colonial Times.
Greene—Pickett's Gap.
Hawthorne—House of Seven Gables.
Inman—The Old Santa Fe Trail.
Pyle—King Arthur and His Knights.
Parkman—The Oregon Trail.
Parkman—The Jesuits in North America.
Rice—Lovey Mary.
Stevenson—Treasure Island.
Wiggin—Bird's Christmas Carol.
Wyss—Swiss Family Robinson.

JUNIOR II, B.

Emphasis—American Short Story.
Correlation—General Science.

Read:

Longfellow—Tales of a Wayside Inn.
Lowell—The Vision of Sir Launfal.
Hawthorne—Wonder Book.
Ruskin—The King of the Golden River.

Selected poems with emphasis on patriotism,
loyalty, bravery, as to content.

Library List:

Aldrich—For Bravery on Battle Field.
Barbour—The Crimson Sweater.
Barbour—The Captain of the Crew.
Bolton—Girls Who Became Famous.
Bolton—Poor Boys Who Became Famous.
Hughes—Tom Brown's School Days.
Jewett—A White Heron.
Keller—The Story of My Life.
London—The Call of the Wild.
Roosevelt—The Wilderness Hunter.
Seton—Wild Animals I Have Known.
Wiggin—Timothy's Quest.

JUNIOR II, A.

Emphasis—American Short Story.
Correlation—General Science.

Read:

Longfellow—Evangeline.
Poe—Short Stories, (Selected).

Shakespeare—As You Like It.
Irving—Sketch Book. (Selected).
Selected lyrics and ballads.

Library List:

Andrews—The Perfect Tribute.
Burrows—Squirrels and Other Furbearers.
Cooper—The Last of the Mohicans.
Hubbard—A Message to Garcia.
Kipling—Hearts Courageous.
London—White Fang.
Porter—Captains of Industry.
Roosevelt—Outdoor Pastimes of an American Hunter.
Stevenson—Kidnaped.
Grace Seton—A Woman Tenderfoot.
Wiggin—Rebecca of Sunny Brook Farm.

JUNIOR III, B.

Emphasis—The mythological element.
Correlation—Ancient History.

Read:

Homer—The Odyssey.
Gueber—Myths of Greece and Rome.
Macaulay—Lays of Ancient Rome.
Shakespeare—Midsummer Night's Dream.

Library List:

Bulwer—The Last Days of Pompeii.
Dickens—Tale of Two Cities.
Irving—The Alhambra.
Blackmore—Lorna Doone.
Cervantes—Don Quixote.
Bronte—Jane Eyre.
Buchanan—The Shadow of the Sword.

JUNIOR III, A.

Emphasis—The Mediaeval Element.
Correlation—Ancient History.

Read:

The High History of the Holy Grail.
Tennyson—The Idylls of the King.
Arnold—Sohrab and Rustum.
Bunyan—Pilgrim's Progress.
Shakespeare—Julius Caesar.

Library List:

- Little Flowers of St. Francis and Life of Francis.
Stevenson—New Arabian Knights.
Aucassin and Nicolette and Other Mediaeval Romances.
When Knighthood was in Flower.
The Knights of the Nineteenth Century.
Scott—The Talisman.
Wallace—Ben Hur.

SENIOR I, B.

- Bulwer—The Last Days of Pompeii.
Dickens—Tale of Two Cities.
Irving—The Alhambra.
Blackmore—Lorna Doone.
Cervantes—Don Quixote.
Bronte—Jane Eyre.
Buchanan—The Shadow of the Sword.
Emphasis—More complex story form.

Read:

- Scott—Ivanhoe.
Addison—Sir Roger de Coverly Papers.
Goldsmith—Vicar of Wakefield.
Thackeray—Henry Esmond.

Library List:

- Davis—Soldiers of Fortune.
Bachellor—Eben Holden.
Churchill—Richard Carvel.
Connor—The Sky Pilot.
Farmer—A Girl's Book of Famous Queens.
Ford—Janice Meredith.
Francis Little—The Lady of the Decoration.
Hughes—Tom Brown at Rugby.
Scott—Kenilworth.

SENIOR I, A.

Read:

- Dickens—David Copperfield.
Elliott—Silas Marner.
Hugo—Les Miserables.

Library List:

- Connor—The Man from Glengarry.
Eltzbacher—Modern Germany.

Fox—The Little Shepherd of Kingdom Come.
 Horte—Electricity for Boys.
 Prescott—Conquest of Mexico.
 Mulock—John Halifax Gentleman.
 Jameson—Girlhood of Shakespeare's Heroines.
 Wister—The Virginian.
 *Smith—The Fortunes of Oliver Horne.
 Scott—Quentin Durward.
 Holmes—Elsie Venner.

SENIOR, II, B.

Emphasis—English Poetry.
 Anglo-Saxon Prose and Verse.

Read:

Chaucer—Canterbury Tales.
 Spenser—Fairy Queen, I and II.
 Shakespeare—King Lear, Hamlet.
 Milton—Minor Poems.
 Dryden—Selected Poems.
 Pope—Selected Poems; Rape of the Lock.
 Burns—Selected Poems.
 Goldsmith—Selected Poems.
 Gayley and Young—Principals and Progress of English Poetry.

Library List:

Malory—Morte D'Arthur.
 Oliphant—Jeanne D'Arc.
 Scott—Rob Roy.
 Deland—Old Chester Tales.
 Froude—English Seaman of the Sixteenth Century.
 Bulwer—Harold, Last of the Saxons.
 Stevenson—Dr. Jekyll and Mr. Hyde.
 Van Dyke—Little Rivers.
 Ainsworth—Old St. Paul's; The Tower of London.

SENIOR II, A.

Emphasis—The Essay.

Read:

Bacon—Selected Essays.
 Lamb—Essays of Elia.
 Macaulay—Essay on Addison; Warren Hastings.
 Carlyle—Essay on Burns.
 Emerson—Selected Essays.
 Ruskin—Seasame and Lillies.
 Arnold—Selected.

Library List:

Allen—A Kentucky Cardinal.
Austen—Pride and Prejudice.
Dickens—Oliver Twist.
Eliot—Mill on the Floss.
Hawthorne—The Scarlet Letter.
Thackeray—Henry Esmond.
Van Dyke—The Blue Flower.
White—A Certain Rich Man.
Quick—On Board the Good Ship Earth.

SENIOR III, B.

Emphasis—Civic Prose.

Read:

Burke—Conciliation of American Colonies.
Macaulay—Speech on Reform Bill.
Washington—Farewell Address.
Lincoln—Selections.
Webster—Reply to Haynes.
Curtis—Public Duty of Educated Men.
Patriotism in Verse: Selected.

Library List:

Addams—Newer Ideals of Peace.
Addams—Twenty Years at Hull House.
Allen—The Life and Letters of Phillips Brooks.
Kennan—Siberia and the Exile System.
Riis—The Making of an American.
Tarbell—The Life of Lincoln.

SENIOR III, A.

Emphasis—Nineteenth Century Poets.

Read:

Wordsworth.
Coleridge.
Scott.
Shelley.
Keats.
Byron.
Browning.
Tennyson.
Kipling.
Gayley and Young—Principles and Progress of English Poetry.

Library List:

Dawson—The Makers of Modern Prose.
Dawson—The Makers of Modern Poetry.

Howells—My Literary Passions.

Harrison—Choice of Books.

Crothers—The Gentle Reader.

Mabie—Shakespeare, Poet, Dramatist and Man.

COMPOSITION

The aim is to develop in the pupil the power of expressing himself clearly and simply so that it may be for him a natural, agreeable form of self realization and social expression. Methods for developing and perfecting this power must be based upon the principle of creating interest and desire for special self expression, and provide for the greatest possible freedom and spontaneity. Methods and tools should be subordinate to creating freedom, power, and satisfaction. Make matter first; manner second. All methods should emphasize the utility of the work.

The following schedule is based upon adopted texts:

JUNIOR I, B.

Two periods per week.

Live Language Lessons—Driggs. Book II, Part II.

Channels of Expression.

How to Tell a Story.

How Stories are Constructed.

Local History Stories and Sketches.

A Sketch Book.

How to Draw Word Pictures.

Study of the Sentence.

JUNIOR I, A.

Two periods per week.

Live Language Lessons, Driggs. Book II, Part II.

Sentence Clearness.

Homes and Home Making.

Home Pleasures.

Words and Their Ways.

The Poet and His Art.

The Newspaper.

Writing Stories.

Travelers' Sketch Books.

JUNIOR II, B and A.

No text.

Material may be selected from reading matter or from any source the teacher may desire. The method of teaching

should be a continuation of that of the Live Language Lessons or adopt the method and material of Book VII of Progressive Composition Course. (Silver, Burdett Co.).

JUNIOR III B.

Two periods per week.

Scott and Denny—Elementary English Composition,
Chapters I and II.

Extensive work in Oral Composition, followed by drill
in written forms.

JUNIOR III, A.

Two periods per week.

Scott and Denny—Elementary English Composition,
complete.

Description—Oral and written.

Narration—Oral and written.

Explanation.

Argument.

Figures of speech.

SENIOR I, B.

Two lessons per week.

Scott and Denny—New Composition—Rhetoric, com-
plete text.

Narration.

Exposition.

Argumentation.

Poetry.

Figures of Speech.

SENIOR II, A and B.

One period per week.

This year's composition should be in close touch with the Psychology and Ethics and should be in the form of concrete and abstract exposition, based upon experience, observation or reflection, with such description, narration, argumentation as their reading and study may suggest. Exercises in essays and orations.

SENIOR III, B and A.

One period per week.

Correlate with the History-Civics work. Thorough review of Business Forms. Exercises in briefs—making and using.

A thesis will be required of all graduates and will be done in the English department under guidance of the department from which the research is made. This should be planned for early in the twelfth year.

ORAL ENGLISH.

"Of equal honor with him who writes a grand poem is he who reads it grandly."

In every lesson in English the pupil must be trained to read and speak distinctly, and with sincere feeling and intelligent appreciation, the finest passages in the masterpiece being studied.

Much of this will bear previous assignment, perhaps memorizing, before reading to the class. An occasional clipping of indicated passages to be read offhand is a good test of word power, but is apt to bring poorer expression.

The test of the pupil's comprehension of a passage is made to depend upon his oral rendering of it; and the test of the success of his reading is the ability of the other pupils to follow him with interest and composition.

Good reading implies: (1) right thinking and feeling; (2) a voice trained to be flexible and responsive to thought and feeling; (3) a will taught to control the mind, the heart, and the voice. It is worth while to give frequent drills in breathing and voice work, and to give an occasional period to expression.

The teacher must emphasize careful articulation, pronunciation, good breathing and posture, voice building and much reading aloud.

Much memorizing of choice English must be encouraged so that the pupil may acquire a habit of making the beautiful English he hears or reads his poems and prose excerpts must be demanded every semester. These may be selected by pupils or teachers and a separate grade in Oral English recorded each half semester.

WORD ANALYSIS.

Text: Swinton.

The child's power of expression is no greater than the words he has at his command, and any English exercise will warrant a careful study of words—their origin and shades of meaning.

This course is to be given in the tenth year after the child has had some Foreign Language work. Two periods a week are devoted to it during the entire year.

VOCATIONAL GUIDANCE.

The widening of educational opportunities and the introduction of industrial training has forced the boy and

girl to come to a decision regarding their life work several years earlier in life. It is as much the function of the teacher as of the home to aid the youth in this decision. The choice of course in High School must not be based upon whims and hobbies, not be hastily chosen, but by and with the council of both parents and teachers.

To meet this rising need a regular course of vocational guidance is here outlined, and in order to reach all the pupils it is made the basis of some of the English study. This guidance is not intended to place a youth in a trade, but to fit him for a better, bigger future by opening his eyes to see the wide field of opportunity that is before him and by developing in him the elements of character that make a successful life.

The plan is to arouse self analysis and compare his own abilities and opportunities with those of successful men and women and thus stir his ambition and give a purpose to his future efforts.

The following outline suggests the type of themes and discussions to be used as well as reading along ethical and vocational lines. Teachers who are in sympathy with the plan and with the youth's outlook on life will readily carry out the plan with their own ideas, or as occasions may suggest. But the one thought of preparation for life and life's work through the chosen vocation should be the dominating purpose underlying the whole scheme.

JUNIOR I, B and A.

Content—Patriotism.

Follow outline work of seventh year in "Ethics for Children." Cabot.

JUNIOR II, B and A.

Content—Choosing a calling.

Follow outline work for eighth year in "Ethics for Children." Cabot.

JUNIOR II, B.

Content—Elements of Success.

Themes and Discussions:

- (1). In the group—the school, the home, in athletics, in the town.
- (2). In the individual—purpose of life, habits, happiness, self control, work, health.

Such introspection as "my habits," "my likes and dislikes," "my self control."

Reading List:

Hubbard—A Message to Garcia.
Lorimer—Letters of a Selfmade Merchant to His Son.
Higginson—Things Worth While.
Marden—Pushing to the Front.

JUNIOR II, A.

Content—Biography of Successful Men and Women.

Themes and discussion:

(Franklin, etc.) at my age.
How (Edison, etc.) succeeded.
My opportunities compared with—
Have I some qualities found in (great man or woman).

Reading List:

Ballou—Genius in Sunshine and Shadow.
Bolton—Famous Leaders Among Men.
Bolton—Famous Leaders Among Women.

SENIOR I, B.

Content—The World's Work.

Themes and Discussion:

The world's vocations for men; for women.
The kind of employment I could get now.
Wages of those leaving school at eighth grade compared with High School graduates.
Child labor.

Reading List:

Stoddard—What Shall I Do?
Beveridge—The Young Man and the World.
Richardson—The Long Day.
Van Vorst—The Woman Who Toils.
Condee—How Women May Earn a Living.
Cochrane—Modern Industrial Progress.

SENIOR I, A.

Content—Choosing a vocation.

Themes and discussion:

Making use of my ability, opportunities, etc.
Why I should like to be—
The law of service.

Reading List:

Eggleston—How to Make a Living.
Fiske—Choosing a Life Work.
Shaw—The Outlook of the Average Man.
Lyttleton—Women and their Work.

SENIOR II, B.

Content—Preparation for life's work.

Theme and discussion—Character.

Character vs. reputation.

What are business habits?

The manly man.

Environment vs. associates.

The kind of employee the business man wants.

Reading List.

Thwing—College Training and the Business Man.

Conwell—The New Day.

Hall—How to Get a position and How to Keep It.

SENIOR II, A

Content—Duty and obligation.

Theme and discussion:

Keeping faith with self and others.

What is the reward of duty done?

Am I the architect of my own character?

Employer and employee.

Integrity as a business asset.

Morals in modern business methods.

Business courtesy.

Reading List:

Brooks—The Conflict Between Private Monopoly and Good Citizenship.

Hadley—Standards of Public Morality.

Ross—Sin and Society.

Wood—Natural Law in the Business World.

SENIOR III, B.

Content—The Individual and Society.

Themes and discussion:

Why should I be interested in public schools? Slums?

Public charities? The church? Settlement Work?

The relation of the business man to the community.

My avocations.

Reading List:

Addams—Democracy and Social Ethics.

Davey—School and Society.

Riis—The Battle with the Slum.

Roosevelt—The Square Deal.

Shaler—The Neighbor.

SENIOR III, A.

Content—Citizenship.

Themes and discussion:

What is public spirit? Why obey the law?

What is my duty to the state?

Should business interfere with public welfare?

Property rights. Right use of money.

The responsibility of power.

Reading List:

Bailey—The State and the Farmer.

Brewer—American Citizenship.

Cleveland—Good Citizenship.

Jordan—The Nation's Need of Men.

Taft—Four aspects of Civic Duty.

FOREIGN LANGUAGES.

Modern Language.

The study of modern languages is growing in importance every year. Under the influence of easier, cheaper means of travel there is an universal interest in other lands and peoples, consequently in languages. The chief purpose in studying a modern language is to give the pupil a command of the language in speaking, reading and writing; to make him familiar with the manner and customs of the people using the language he is studying; to interest him in its literature; and to create in the pupil such a sympathetic interest in the foreign language studied that it will be a lifelong source of pleasure and profit. Very few pupils require a speaking ability in High School language work largely because it is begun so late in the course. In order to correct this, the work may be begun in the first year of the Junior High School.

General Methods.

(1). Pronunciation: The ability to pronounce clearly and correctly is of such importance that great stress should be placed upon it throughout the entire course.

(2). Conversation: The foreign language under study should be as far as possible the language of the class room. Imitation is a strong factor in the child's future ability to speak the language and it is of extreme importance that the instructor speak the language well.

(3). Reading and translation. During first year the teacher should read and study the lesson with the pupils and gradually lead them toward independence. Translation should be used to clear up difficult passages rather than to test the pupil's knowledge. As the work progresses written translations may be required, then give attention to good choice of words and clear, idiomatic English.

(4). Grammar. Is studied throughout the course. Make the sentence the basis for grammatical drill. All case endings and verb forms are learned in the complete sentence.

(5). Composition: During the first two years all written work is to be based upon the material read, spoken, or discussed. Formal composition is then emphasized and finally supplemented by original theme, essay, letter, etc. International correspondence in modern languages is encouraged on account of the interest it adds.

6. The watchword of all beginning classes should be "make haste slowly." It is better to cover less ground with comparatively easy subject matter where accuracy and fluency are possible than to bring discouragement by making it too difficult. Also bear in mind that the first month's work is vital and largely determines the pupil's future interest, self-confidence and accuracy.

Spanish.

Among modern languages, the only one that rivals the English in use on the American continent is the Spanish. Our Spanish possessions, our proximity to Mexico and South America, together with the completion of the Panama canal and the rapid increase in commercial relations between these countries and the United States, make Spanish of first importance for us as a commercial language. For these reasons we aim to familiarize the pupil with the culture and commercial phases of the Spanish language.

Junior I, B.

No text book is used during this term. Special stress is laid on correct pronunciation. Oral method is used to secure greater accuracy in hearing and reproduction. Pupils are encouraged to use Spanish from the beginning that they may learn to express themselves easily and fluently on topics of every day life.

Vocabulary—Developed by conversation from following topics: school—class room, yard building, studies,

persons; home—family, members, every day experiences, house—furnishings, meals, gardens, animals; city—streets, buildings, amusements; body—parts of common sentences concerning clothing; weather—seasons; time—days, dates, etc.

* Grammar—20 incidental adjectives, adverbs, prepositions, 20 verbs, emphasizing present and past, indicative and imperative modes of regular verbs and a sufficient number of irregular verbs to form the sentences needed in conversation. Special stress upon use of “ser, estar, haber, tense, hacer, ir, erse.” Drill on other parts of speech.

Junior I, A.

During this semester the pupil must learn to read and write what he has learned to speak in previous term. Develop the vocabulary more fully. Encourage expression in connected discourse. Put text book in hands of pupil. Give Spanish games, songs, stories. All reading and stories must be reproduced by the pupils.

Conversation—Stores, streets, buildings, vehicles, animals, clothing, serving. Grammar—50 phrases, adjectives, adverbs, 40 verbs, present and past with “haber,” Gerund with “estar.”

Future—Regular verbs only.

Reading—Worman's First Spanish Book, the first ten lessons.

Junior I, B.

Exercises in story telling continued. Reproduction of stories of life and customs in Spanish-American states as told by instructor.

Conversation—Traveling, tradesmen, professions, divisions of land.

Grammar—Parts of speech such as the conversation requires.

Verbs, preterite tense, imperfect tense, future.

Reading—Worman's First Spanish Book, complete.

Supplementary—Cyr's “Libre Primero de Lectura.”

Composition—Written exercises based on oral work and stories read. Dictation.

Junior II, A.

Story telling work continued.

Conversation—Geography of Spanish nations. Review vocabulary of previous terms and drill giving such additional words as found necessary.

Grammar—Parts of speech and syntax as needed. Verbs, entire indicative mode, present subjunctive, imperfect subjunctive (optional).

Reading—Harrison's Reader.

Composition—Continue work of previous term.

Junior III, B.

Conversation—Continued.

Grammar—"Introduction a La Lengua Castellana."

Three conjunctions completed.

Reading—"Fortuna."

Junior III, A.

Conversation—Upon subjects relating to commercial interests; railroading, banking, shipping, mining, etc. Give attention to business correspondence. Grammar—Review of all previously taught principles, including work of text.

Reading—"Zaragueta."

Supplementary (suggested).

Worman's Second Spanish Book, Cyr's Libro Segundo de Lectura or a selection of short stories.

Senior I, B.

The pupil is now expected to have a speaking and writing command of Spanish upon simple, commonplace matters.

Conversation—Based upon reading material and the study of the geography, history and natural resources of Cuba, Puerto Rico, South America and the Philippines. One play will be learned and presented by the class—"El si de las Ninas" is suggested.

Reading—Selected stories and articles from modern Spanish periodicals, literature pertaining to Spanish customs and home life, national characteristics, a short sketch of some author's life and his works studied. Special emphasis is layed upon business and formal letters.

Grammar—Continue the study of formal grammar.

Senior I, A.

Reading—(1) A novel of great literary value, preferably one depicting 16th century life, (2) a comedy, making a study of characters, motives, developments, purpose; and the memorizing of parts and presentation.—"Tres Comedias Modernas" is suggested. Continue reading current periodicals. Continue study of systematic grammar.

Senior II, B.

Some modern fiction is read during this term. A novel is studied intensively, discussed and summarized.

Composition work as occasion suggests and a continuation of the study of business forms.

Continue study of important principles of grammar.

Senior II, A.

As a climax to this course one of the choicest pieces of Spanish literature and one of the best dramas are studied, also a study of the history of the Spanish language and its relation to other languages.

German.

The Germany of today is a very practical nation. No other nation has accomplished so much in the fields of science, music, and art. No other foreign language has a richer and more varied literature. In fact, German can hardly be called a foreign language by those who call English their mother tongue. The older and more forceful part of the English is Germanic, establishing a close relationship between the two languages.

Junior I, B.

Drill in accurate pronunciation of vowels and consonants, printed and written alphabet.

Conversation—School, home, family, body, dress, animals, daily tasks, expressions of greeting and farewell, table, play, days, seasons, etc.

Memorize simple songs and poems. No text book used.

Grammar—No formal lessons attempted but the following are developed inductively as is done in Dreysprings "Easy Lessons"—declension of nouns and articles; present, past and indicative of verbs; inverted order. Written work—Copy and then reproduction of words and simple sentences, filling in the blanks, simple answers.

Junior I, A.

Continue conversation of previous term and enlarge upon it.

Reading—Foster, Geschichten and Maerchen.
Fick, Dies und Das.

Grammar—Dreyspring—declension of nouns and pronouns, use of common prepositions with dative and accusative, articles, adjectives, conjugation of verbs in the present and perfect.

Junior II, B.

Conversation—Elaboration of materials used in previous year, material from the reading. Oral work is still the most important part of the instruction. Stories read are retold and dramatized. Poems and conversational sections memorized.

Reading—Gronow, Jung Deutschland supplementary text—Grimm, Maerchen.

Grammar—Constant review of grammatical principles learned in previous year. Develop lessons from 1 to 14 inclusive in Spanhoofd's "Elementarbuch der Deutschen Sprache."

Junior II, A.

Conversation—Work of previous term continued. Memorize poems and songs.

Reading—Altes und Neues.

Grammar—Develop lessons 15 to 23 inclusive in Spanhoofd.

Junior II, B.

Conversation—Trades, occupations of Germany developed through picture study and other illustrative material.

Reading—Bacon, Im Vaterland. Continue memorizing from sections of the text.

Grammar—Spanhoofd completed.

Junior III, A.

Conversation—Work of previous term continued.

Reading—Im Vaterland completed.

Selections from "Geschichten vom Rhein.

Grammar—Drills and thorough review of all previous grammatical principles including text. Much of this may be done through dictation of simple sentences involving the principles heretofore developed.

Senior I, B.

At this time the pupil should have sufficient command of the language to be able to express himself easily on ordinary topics and be able to write simple German sentences correctly. Reading—A drama and a prose work carefully studied. Biography of authors studied. Memorize poems and bits of dialogue.

Grammar is reviewed by topic and a formal composition book used. Each pupil is required to read privately at least two selections of about three dozen pages from stories connected with town life of Germany, history, or legend.

Composition—Dictation, composition on conversation and reading. Study of the idioms of texts.

Text: Pope's Prose Composition.

Senior I, A.

Conversation—Geography, history and legends of typical selections of Germany, making good use of illustrative material.

Reading—One drama, one prose work. The development of a literary appreciation should be emphasized.

Composition—Consists of descriptions, letters, written reviews of sections from the reading. Pope's Composition completed to Part I.

Two selections required for private reading as in previous term.

Senior II, B.

Conversation—Biography of famous Germans from such reference as "Beruehmte Deutsche." Current events and news. Short talks in German. International correspondence recommended. Make regular use of some good German newspaper or magazine. Continue private reading.

Reading—Selective.

Composition and Syntax—Synopsis of syntax under general heads. Essays based upon the conversation and reading. Translation into German from Pope's Composition in Part II.

Senior II, A.

Conversation—A study of the History of the German Language and Literature and the historical events connected with it developed by teacher in talks and reproduced by pupils.

Study political institutions of Germany. Current events from periodicals.

Reading—Selective—classics and scientific.

Private reading continued.

Composition—Pope completed. Previous work in translation continued and amplified.

Latin:

The study of Latin may be begun in seventh year, thus devoting two years to laying the foundation of Latin for the reading of Latin authors. To attain the desired results, it is necessary that much attention be given to oral practice in translation and a considerable quantity of very simple Latin be read.

Junior I, B.

Nutting's Latin Primer.

Oral work, reading of sentences, translation drill on forms. Forms—nouns and adjectives first and second declension—verbs, conjugation, active voice; 1st and 2nd, present, future, perfect; Subjunctive, pres., imperfect, pluperfect; pronouns, "ego, tu"; numbers to 20.

Syntax—Rules for agreement of nouns and adjectives; nouns and verbs. Uses of cases. Simple uses of subjunctive.

Junior I, A.

Nutting's Latin Primer.

Oral work as in previous terms.

Forms—Nouns and adjectives 3rd declension. Pronouns—is ea, id, qui, quae, quod.

Verbs—1st, 2nd, and 3rd, conjugations, active voice, indicative and subjunctive modes.

Irregular verbs, eo, fero, volo, nolo, malo, possum.

Numbers to 100.

Syntax—Ablative of means; hortatory subjunctive; accusative of extent of time and space.

Junior II, B.

Nutting's Latin Primer completed

Supplementary reading—D'Ooge's Colloquia Latina.

Oral work continued.

Forms—nouns—4th and 5th declension. Pronouns—demonstrative, interrogative, reflexive.

Comparison of adjectives and adverbs.

Verbs—Passive voice and imperative of all conjugations. Deponent verbs and participles.

Syntax—Agreement of pronouns, negative command, ablative of agent, indirect discourse, ablative absolute, the simple conditional.

Junior II, A.

Oral work continued.

Nutting's First Latin Reader and exercises in English Latin I to XII.

General review of Syntax.

Junior III, B.

In this term selections will be read from Nepos, preferably Militades, Themistocles, Pausanias, Epaminondas, Pelopidas, Agesilaus, Cato, and Hannibal.

Prose Composition—D'Ooge.

Latin Grammar—Bennett.

Junior III, A.

Selections from Caesar's Gaelic war amounting to two Books will be read. The following selections are recommended:

Book I. 29 chapters.

Book IV. Chapters 20-36.

Book III. Chapters 12-16.

Book V. Chapters 8-22.

Book VI. Chapters 9-28.

Book VII. Chapters 68-89.

and as much additional reading as ability of class and time may warrant.

Prose Composition and Latin grammar continued as in previous terms.

Senior I, B.

Cicero's Manilian Law, Catiline I and III.

Syntax will be studied with appropriate references in the grammar.

Composition—Continued.

Texts: Cicero, D 'Ooge.

Composition—D'Ooge.

Grammar—Bennett.

Senior I, A.

Text: Vergil's Aeneid, Knapp.

Emphasize correct metrical reading of the poem.

A minimum amount of syntax and composition.

Text: Virgil's Aeneid, Knapp.

Senior II, B.

Virgil's Aeneid—Book IV, V and VI.

Composition and grammar as before.

Senior II, A.

Cicero—Archias and DeAmicitia.

Suggested Supplementary reading—"Roman Life in Prose and Verse," Peck and Arrowsmith.

Composition and grammar continued.

SCIENCE.

Introduction:

The new spirit of democracy is demanding that the science work of the secondary school be taught in a usable form—that is to say, in the form that will serve the student's vocational needs—that will connect the student with life. We are beginning to see that intellect applied to a dairy plant, operating a cannery, grading a road bed, or constructing a building is quite as respectable as when applied to a "profession."

One of the chief purposes of introducing science in the public schools is to lead the student into a love of nature; to create an interest in neighborhood phenomena. Science teaching can readily be made to serve the double purpose of developing general culture and promoting efficiency in vocational occupations.

Science studies make for accuracy and instill in the pupil a love for the truth. Civilization has been achieved through man's observation of natural phenomena and through processes of experimentation. For a long time the schools went astray from the natural way of obtaining knowledge and the result was error and confusion and a great protest arose against the inefficiency of the schools; but we are now going back to the foundations of knowl-

edge and the pupil is taught to observe for himself and to test out his conclusions in the laboratory.

The Science Department of the Lewiston Schools is as well equipped with laboratory apparatus as any school in the state. Ample facilities are offered for the carrying out of numerous and various experiments along with the regular courses and the student may arrange with the instructor for special work in photography, wireless telegraphy, electricity and agriculture and thereby receive credit toward graduation.

General Science:

This work is given early in the course to awaken a lively interest in the topical study of the phenomena of our individual environment, giving due attention to the physical, the chemical and the biological phase of each topic, and coordinating these aspects as much as possible. The purpose and aim is to give simple, practical, scientific information sufficiently organized to be helpful in the future study of the sciences. The chief points of each topic are introduced and emphasized by demonstration experiments by the teacher, assisted whenever possible by the members of the class. A written record of the work from day to day should be systematically kept—due attention being given to the English as well as to the science material. It is the purpose of the course to give the pupil a general view of the field of science, especially in the world outside the school-room. Above all things, let it be remembered that this is a study of things as they exist in nature, and not of facts as stated in a textbook. All the work centers around five great themes (1) The air, (2) water, (3) work and energy, (4) the earth's crust, (5), light upon the earth. Each of these themes is studied at some length, involving many related topics, each theme calling for a number of experiments. Nature is viewed as a unit; the facts of science are presented as clearly as possible; much of the information is given directly in class during demonstrations and discussions. Some reports are assigned pupils for reference. The chief aim is to create an abiding interest in the common things as we find them about us, so that the pupil may "find tongues in trees, books in the running brooks, sermons in stones, and good in everything."

Biology:

If properly presented, there is no subject in the high school that can be made of more service to the growing

youth than biology. Biological problems are confronting him at every turn, and it is important that he be able in a fair way at least, to cope with their solution.

It is an obvious truism that education prepares for living and there is no doubt that the fundamental phases will receive more and more attention in the preparatory process. The average man uses his history perhaps once a day, and his arithmetic somewhat oftener, and even his English grammar is on trial only a part of his waking hours, but he is **living** all the time. He may be innocent of syntax and the multiplication table and yet be a fairly useful and contented citizen, but he cannot be either very long unless he observes the laws of life—sanitation and hygiene. The work in biology presents the interrelations of plants and animals; the function, excretion, respiration, reproduction—these elements are so presented as to make man and his welfare the central theme. These fundamental functions are first studied in plants; as material for laboratory work is easily secured and the processes readily made apparent in vegetable life. The same activities are traced through the lower animals and at last it is shown that these same fundamental processes make possible the human life. The living cell is made to stand out as the ultimate unit of all living things and holding the secret of life.

Chemistry:

Chemistry as an educational subject is equal to any other subject in the High School, if properly taught. It must not be presented as a lot of formulas and facts to be committed to memory, but rather as a series of truths which can be discovered by the pupil by experiment and observation; then these truths can be generalized and the general knowledge applied to the world beyond the school-room. A study of local industries is insisted upon and emphasis is placed upon the principal application of chemical work to the life of the pupil and the community.

Chemistry as chemistry is one thing, but chemistry made applicable to the home, to agriculture and other pursuits is quite a different thing. A knowledge of chemistry as understood for practical usefulness, might not, on examination day, receive a passing mark; while another's knowledge of chemistry would pass at 100 per cent and yet have but a trace of real value. This is true of science in general.

Chemistry touches the life of every individual at a thousand different points. The slightest movements, as bending the arm or closing the eye, cannot be made without involving chemical processes and this largeness and importance of the subject must be made apparent to the student.

Physics:

Physics, when first introduced into the secondary school course of study was regarded as a doubtful experiment. It was then made up largely of abstract theories and complex mathematics. In the revolution that has been taking place in recent years in the school system, the subject matter has gradually been changed until now it is not only practical, but is one of the most interesting subjects in the High School curriculum.

In the adolescent period more than at any other time, the youth is hungry for knowledge of the things about him and craves explanation of the mysteries of natural phenomena he sees on every hand. Physics as now taught meets the natural desire of the pupil in the highest manner.

A century ago, the first rude steamboats, locomotive and telegraph lines were being regarded as objects of wonder, the atomic theory was just being enunciated and electricity was still a toy of the scientists. The twentieth century is ushered in with the ocean liner and the dreadnaught, the mogul locomotive, and the gas engine, wireless telegraph and telephone and heavier than air flying machines, so common that every school boy knows something about them. The scientist talks familiarly of the electron which is one-thousandth the size of an atom and electricity lightens the labor of man in a thousand different ways. The accomplishments in mechanics and applied science during the last century are greater than that of all previous history, and this great advance was made possible largely through the study and application of the laws of physics. It is certain that this progress will continue and be accelerated during the coming years and that we are on the threshold of the age of Science when the men and the women will be considered ignorant indeed, without at least an elementary knowledge of the principles of Physics.

Chemistry and Physics of the Home:

A year's work is offered Domestic Science girls in special phases of Chemistry; Physics and Bacteriology. The

purpose of the course is to give the girl a thorough knowledge of certain fundamental principles of these subjects that are especially applicable to the home and to supplement and reenforce the regular Domestic Science work.

Some of the topics studied will be water, atmosphere fuel, illuminants, chemistry of foods, food products, food values, food adulteration, antiseptics, disinfectives, common poisons and their antidotes, soaps and cleaning compounds, examination and care of textiles, dyes and mordants, perfumes, flavors, study of the proteids and carbohydrates. Along the line of mechanics will be studied the plumbing of the house, vacuum cleaners, sewing machines, electric stoves, flatirons and the efficiency of various kinds of cooking utensils, and electric lamps. Heat and its application to warming and ventilating the home refrigerators, cold storage and water heaters, the principle of light and its absorbing power of various kinds of wall surfaces, and colors, will be studied. Bacteria, yeasts and molds will be prepared and their relation to the household economy and to sanitation will be pointed out.

Physiology:

Some of the greatest achievements of modern science have been along the lines of sanitation, hygiene and surgery. The surgeons prolong many lives of usefulness and reduce suffering. A knowledge of hygiene enables an individual to add to his years of useful activity and thereby to increase the sum total of human wealth and happiness. Sanitation saves yearly to the world thousands of babies and adults from germ diseases and has made possible the carrying out of great industrial enterprises of which the Panama canal is an example. These achievements of science were made possible by a knowledge of the structure and functions of the human organism.

In this course special stress will be laid upon organic processes and the preservation of bodily health. Anatomy will be dwelt upon only in so far as it is necessary for an understanding of the essential processes.

Astronomy:

The purpose of the course in astronomy is to acquaint the pupil with the more important facts that are known concerning the heavenly bodies. The student also learns to locate the planets and some of the distinctive stars. The subject as outlined is largely what might be termed Astronomy by Observation, rather than Mathematical Astron-

omy. Without expensive apparatus, the student gets a very usable knowledge that is a source of pleasure and of practical value throughout life.

The starry heaven was probably one of the first objects of wonderment and speculation of primitive man and the race has ever been attempting to fathom the secrets hidden there. The subject has that peculiar fascination that is always associated with the creation and man's relation to the infinite. The modern telescope and spectroscope have opened up vast fields of new knowledge which is of great interest and of great benefit as a broadening experience to the pupil's mind.

Agriculture:

More and more, society is coming to realize that subjects vitally related to the life of the community should be taught in the public schools of the community. Everywhere the efficiency test is being applied. Lewiston is located in one of the greatest agricultural and horticultural districts in the world, and there is every reason for the introduction of a study of the subjects of agriculture and horticulture into our public schools. The course offered is designed primarily for the students who will probably make some use of the practical knowledge and scientific training it affords them. Its purpose is to clearly and briefly present the principles that are fundamental in agriculture, horticulture and animal husbandry, and to give as much first hand observation and actual field work as possible. The approach on every hand is by laboratory work in which the facts and processes in question are ascertained by experiment, observation and field tests, supplemented with discussions, texts and reference books.

COMMERCIAL WORK.

This course is designed to meet the needs of students who desire to enter the commercial world to make a livelihood after graduation from the high school. The standard maintained in this department is such that, after its completion, the wideawake boy or girl will have no difficulty in entering a modern business office and grasping the methods and office routine followed therein. A definite amount of work is required regardless of the time spent; an amount of work which will produce accuracy through the concentrated effort necessary to complete it within schedule time.

ARITHMETIC

Junior III B

Purpose:

To develop efficiency in handling such arithmetical problems as will be met in business life.

The methods are those approved by best business usage. Accuracy is the prime essential combined with speed, and both are developed through constant drill.

Fundamental operations, decimals and fractions. Aliquot parts and billing. Only such short methods as are of practical value and easily remembered. Practical measurements and billing. Percentage and its application to profit and loss, trade discount and simple interest. Bank discount; partnership and adjustments of losses and gains in partnership; stocks and bonds; bank balance; property, fire and marine insurance; financial statements; commission and brokerage; and the use of tables in computing compound and annual interest.

GEOGRAPHY.

Junior III A.

Commercial Geography treats of the geographic conditions affecting trade routes, trade centers, and commercial products, with the object of pointing out, in a suggestive manner, man's economic dependence upon natural phenomena, and the interdependence of the different parts of the civilized world. Much attention is paid to the study of resources, processes of production and the movement of commerce. This includes an investigation of the local situation.

BUSINESS PENMANSHIP.

All Grades.

Purpose:

The purpose of penmanship is to teach the pupil to write a good, rapid style, combining ease, legibility and endurance.

Method:

The Palmer Method of presenting Muscular Movement Writing is used. Two things are essential to success in

learning to write, study and practice. Study is necessary to learn the forms of letters, to detect mistakes and to determine the remedies. Practice is necessary to produce the form which study evolves. The Palmer method is used throughout the schools.

Scope:

The work consists of: First; a study of position and its mastery. Second; gaining control of the forearm movement, promoted by drills in straight line and oval exercises and capital letters. Execution of capital letters, small letters, figures, and their combinations. Rapid writing from dictations. Rapid writing from dictation in order to acquire the ability to write and to think at the same time. Business correspondence and business forms.

BOOKKEEPING.

Senior I B and A.

Purpose:

Mental development, the ability to read and understand what has taken place in transactions, to think out the results of transactions and reduce the results to the form of entries and accounts. Independent thinking on the part of the pupil is the aim of all the work.

Methods:

The study of bookkeeping as a whole, emphasizing it from the ledger account standpoint, then a study of journalizing as an intermediate step between the business transaction and the ledger account. The study of the theory and practice, and the routine of posting. The trial balance, why and how obtained. Financial statement, why and how made. The figuring of interest and discount by the sixty-day, or bankers' method. Billing and extensions.

Scope:

The study of accounts; purpose, method and result. Journalizing, posting, trial balance, financial statements. Handling of business forms; incoming papers; outgoing papers. Filing. Extended work so as to include the sales book, invoice book, cash book with special columns, purchase book, and auxiliary books, and such books as are used in wholesale and corporation accounting.

LAW.

Senior III A.

The purpose of the course in Commercial Law is to lay the foundations for correct reason as to the rights and privileges that one has and the corresponding duties and obligations that one owes in business transactions. It is the aim to acquire a knowledge of law, not for the purpose of litigation, but to avoid the necessity for it.

Therefore, technical rules of procedure are omitted and the basis rights emphasized which most frequently arise in transactions of everyday life, in contract and in the transfer of interests in real and personal property.

It is believed that the memorizing of rules or definitions should be subordinated to reasoning from principles deduced. Hence, the method followed is to study actual typical cases to which rules of law apply. An attempt is made to pursue the history of the development of law in so far as the past explains existing rules of today.

STENOGRAPHY AND TYPEWRITING.

Senior II B and A and Senior III B and A.

Purpose:

To develop the power of concentration and expression of thought in clear, forceful and correct English, and to give pupils a practical knowledge of these subjects.

Method:

Presentation of Theory; learning principles of execution, writing of simple words in correct outlines, writing sentences and reading back; reading exercises in shorthand from text and from the Gregg Writer to fix principles of theory. This method is followed until the text, consisting of eighteen lessons is completed, after which a thorough review is made, using a great deal of new material for dictation and reading. Emphasis is laid upon students reading everything written, whether from practice or dictated for immediate reading back. Dictation for transcription on machine. Shorthand penmanship is given from the beginning.

Scope:

The course is presumed to fit young people for the position of office stenographer, and business standards

and requirements must be met by students before credit for graduation will be given. The demands of the business world are kept ever before the student. These demands are to be met as nearly as possible in the course. Accuracy in the key note, combined with a speed of at least one hundred and twenty-five words per minute for a five minute take on extracts from different literary articles consisting of good quality. Daily dictation of correspondence and its transcription on the typewriter. Sufficient amount is dictated to keep the student keenly concentrated on his or her work in order to get it out in a specified time. A graded dictation is used after the first semester's work.

TYPEWRITING.

Purpose:

When not taken with stenography, this course is for those who want to learn to use the machine for their own purposes. It is made the means of developing a power of concentration and self control.

Method:

The Rational Typewriter Instructor is used as a text. Touch operation is the goal. Close supervision is given. Dictation of words, sentence, letters, and articles. A definite speed and ACCURACY are required for thirty minute copy. Ninety per cent accuracy on international contest matter and a net speed of fifty words per minute required for credit. Care of machine is taught from the first.

Scope:

The work covers simple and polysyllable words, sentences, figures, letters, tabulating, legal documents, making carbon copies, and mimeographing.

OFFICE TRAINING FOR STENOGRAPHERS.

Senior III A

Purpose:

To give the student some definite knowledge as to what will be expected of an amanuensis. The last six or eight weeks are devoted to this office training.

Method:

Office Training for Stenographers, by The Gregg Publishing Company, is the text used in this work, supplied.

mented with work obtained from the Superintendent's and Principal's offices and from other sources.

Scope:

Importance of Business Training, arrangement of business letters. Applying for a position, written and personal applications. Necessity for thorough preparation. Position secured. Dictation and transcribing, office routine, outgoing mail—preparation of same, postal information. About inclosures, forms of remittances. Incoming mail, banking, dictation covering transactions. Filing systems, forms and follow-up letters, transferring correspondence. Office appliances. Commercial expressions. Shipping, freight and express, parcel post. Deportment and business ethics, meeting callers; office reference books, the pay roll; billing, extensions, invoices, statements, account sales, business and legal papers, insurance, contracts, manuscript covering. Telegrams and cablegrams, the telephone, editing dictated matter, printing and proof-reading. A Day's Work—Being Co-ordination of the work of previous day's into an organized whole.

THE SOCIAL SCIENCES

History, civics, geography, sociology, and economics are chiefly concerned with the story of human progress and the formation of moral character. The essence of these subjects is to be found in what may be termed the ethics of citizenship—with an application immediate and personal, as well as future and social.

Properly taught, this line of work affords a great opportunity for developing judgment, discrimination, charity, sympathy, and appreciation.

Biography is indispensable in studying the movements of society, and geography, (a knowledge of physical environment) is the handmaiden of history. In addition to oral and written exercises, the study of the text and of reference works, the making of outlines and maps; make the widest possible use of pictures, illustrated lectures, current magazines, and industrial exhibits. Beware of killing the spirit and purpose of history with too much notebook and outline work. Use every means to stimulate the interest and vitalize the work—give it a present day meaning. History is not chronology—it is the living, pulsating story of human endeavor, human achievement and human

progress. The prime purpose is to fire the ambition of youth to be up and doing something worth while.

American History and Geography.

• Texts: Bourne and Benton's United States History.
Tarr and McMurray's Advanced Geography.

History: In the beginning history, let special care be exercised in forming the habit of reading thoughtfully—getting the content. To this end, the earlier lessons should be studied by teacher and pupils together until the pupils are taught what adequate preparation of history means. Don't confine the work to the textbook too closely. There is an abundance of illustrative material easy of access and adapted to the pupil's ability and understanding. In the recitations, encourage pupils to express themselves freely so that self-reliance and facility may be developed, and use every possible device to sharpen the edge of curiosity and illuminate the subject. Quality in the product, rather than in the learning of a long list of historical facts is the aim.

Civics.

One of the most important functions of the work of the public schools is to produce a good type of citizenship—in fact this is the prime reason for their very existence. The entire course of study should be directed to this end. The qualities of good citizenship will never be developed from a study of dry-as-dust and more or less unrelated facts, nor from abstract generalizations about these facts; they must arise from a live, intelligent interest which can be cultivated only by direct contact with the study of community action, the elements of which are the home, the church, the shop, the city, the county, the state, the nation—all types of community life, and all who participate in the life of the community are its citizens.

The object is the development of a clean civic spirit—a social hygiene to keep in healthy condition the "body politic"—the spirit rather than the form of our government.

The study of civics should give the student an understanding, not only of the political functions of government, but also of its relation to the general welfare of society. It should note the tendency toward democracy in some

things, and administrative control in others, and should call particular attention to the present day awakening of the social conscience. All work in Civics should be closely correlated with the work of American History. Every effort should be made to give concreteness and applicability to the community life in which the student lives.

Sociology.

The work in sociology should enable the student to see clearly the applicability of the social science studies to the practical problems of everyday life—and stimulate him to take an active part in bettering social conditions.

Economics.

The study of economics is virtually the summary and interpretation of all the pupil's civic and historic knowledge. Recent years have seen much emphasis laid on the economic aspects of history. The study of economics aims to put the student in touch with the problems of the day. Only enough theory is insisted upon to make the questions at issue understood. The banking problem, the tariff problem, railroad questions, monopolies, trade unions and prices are carefully and thoroughly studied in this course. Economics aim at more than a material presentation of law and business. It is the purpose of the work to endow the student with a larger spirit of citizenship and a nobler sympathy for the struggles of humanity. Consequently, this course is more than text book work; it emphasizes special papers and reports, furnishes opportunities to visit local industries, thus bringing the student in direct contact with the application of economic theory.

Outline: American History and Geography.

Junior I B—History text to page 163. Three recitations a week.

Geography, two recitations a week.

a. A review and study of the larger facts of the geography of South America.

b. A review and study of the larger facts of the geography of Europe.

c. A review and study of the larger facts of the geography of Asia, Africa and Australia.

Junior I A—History text to page 322. Three recitations a week.

Geography, two recitations a week.

a. A review and study of the general geography of the world.

b. A careful study of the United States by great industrial sections rather than by state boundaries, giving prominent attention to products, soils, forests, minerals, fisheries, water ways and railroads. Study the commercial development and commercial expansion of the United States, together with the underlying causes. Make good use of government reports, descriptive railroad circulars and other current sources of information on the study of each section. Spend several lessons in making comparisons of the United States with other countries.

c. A careful industrial study of the Pacific Northwest, the State of Idaho and the Lewiston country.

American History and Citizenship.

Texts: Bourne and Benton's United States History.
Beard's American Citizenship as supplementary text.

Junior II B—History text completed. Three recitations a week.
Citizenship text completed. Two recitations a week.

Ancient History.

Text: Webster's Ancient History.
Junior III B—Greek History.
Junior III A—Roman History.

European History.

Texts: Myer's Mediaeval and Modern History.
Senior I B—Mediaeval History.
Senior I A—Modern History.

American History and Government.

Texts: Muzzey's American History.
Ashley's American Government.

Senior II B—American History to page 226.

American Government to be used as a supplementary text in studying Part III of Muzzey's American History.

Senior II A—History text completed.

Economics.

Text: Bullock's Elements of Economics.

Senior III B—Entire text with such eliminations as may be necessary.

Sociology.

Regular Text: Ellsworth's Sociology and Modern Social Problems.

Supplementary Text: Henderson's Social Spirit in America.

Senior II A—Entire texts.

MATHEMATICS

Mathematics is both a practical and a cultural subject. No considerable attainment is possible in any of the exact sciences, or in many of the arts, without a knowledge of its principles and processes. The number of occupations making use of the results of mathematics is great, and is continually increasing. It cultivates the powers of application, concentration, and the weighing of results as hardly any other subject does. Its methods of reasoning and drawing conclusions are similar to those necessarily employed in the successful conduct of the everyday affairs of life. It is a part of the common stock of knowledge of all peoples and of all times, essentially the same everywhere; while in the orderly arrangement, harmony, and symmetry of its parts it is almost unapproached.

The first year's work in algebra should largely be concerned with the subject as a tool, giving a knowledge of and skill in the use of the equation that will be an aid in the elementary study of science and in the solution of many practical problems; and it should lay a foundation sufficient for those who wish to continue their course in mathematics.

Algebra should grow naturally out of arithmetic, and the equation should early appear to the pupil as a great convenience, if not a necessity, in the solution of problems more difficult by the less generalized methods of arithmetic. He should see the equation as a very brief and convenient way of expressing conditions that would require long and involved English expressions in arithmetic, and should acquire the ability to translate general truths into algebraic formulas with considerable ease. The use of the graph has become almost universal in the practical affairs of life, and it should receive some attention in an elementary course in algebra.

A third half-year's work in algebra, in the junior or senior year, should give a thorough review of the work of the first year, from a broader view point, and more facility on the technical side of algebra. Greater emphasis than in the first year's work should be placed on the standard algebraic forms that will be of further use in the study of mathematics or of science.

There is no subject that is better than geometry, properly taught, to give effective drill in clear thinking and accurate expression. A feeling of reverence for truth is cultivated in a pupil by the necessity of giving exact authority for every statement. The study of geometry should do much to correct a general tendency toward slovenliness and inaccuracy of expression. A demonstration in geometry, beginning with a few simple known truths and reasoning to a necessary conclusion, gives a most valuable training. Solid geometry is especially valuable as an aid to the cultivation of space intuition, and in training the imagination. A knowledge of it is essential to the worker in many lines.

Trigonometry is an extremely practical and interesting subject, especially to one who ends his mathematical training with it. It affords good training in accuracy, and gives much practice in numerical computation. An elementary knowledge of it is a great aid in the study of some of the sciences and is indispensable to the engineer.

This course as outlined presents a wide range of work in arithmetic, algebra, geometry and trigonometry and aims to give the pupil much of both the cultural and vocational. It aims to give the methods and history of mathematics, develop power and interest and the idea of usefulness of mathematics in the world of business, science, and industry. The distribution of the algebra and geometry strengthens the idea of continuity. Considerable at-

tention will be given to mental arithmetic and the teacher is expected to do much in holding the idea of the abstract before the pupils until they learn to think in terms of the abstract.

It is planned to arrange the work so that in the near future considerable algebra work can be done in the Junior

II A Class.

The text is not yet written that will unify these subjects as they should be unified. In Germany, France and some other nations they do not differentiate these as we do, but have a course in mathematics that is a whole. Their superiority in this line leads us to believe they have the correct idea and it is hoped that in the near future we shall be entitled to do likewise.

Course.

JUNIOR I B.

Text: Stone-Millis Arithmetic, (Advanced).

General Review of whole numbers; fractions; decimals; denominate numbers.

JUNIOR I A

Mensuration.

Percentage—its various forms; applications in profit and loss, commission, trade discount, and simple interest.

JUNIOR II B.

Text: Stone-Millis Arithmetic, (Advanced).

Practical measurements—surfaces; volumes; indirect measurements. Applications of percentage in insurance; taxes; discount; compound interest.

JUNIOR II A

Proportion and its applications.

General review exercises based upon vocational problems; also a thorough course in mental arithmetic, giving it half the time in this semester.

JUNIOR III B.

Text: Kent Algebra.

During the first few weeks give a thorough review and drill on the fundamental processes as they have been learned in arithmetic. In

all this ninth year's work correlate it closely with knowledge gained in the previous arithmetic study. Teach fundamental processes and factoring.

JUNIOR III A.

General quadratic expression, common fractions, one system in simultaneous equations, graphic representation, evolution.

SENIOR I B.

Text: Ford and Ammerman.
Plane geometry—two books.

SENIOR I A. Plane Geometry—three books.

SENIOR II B. Advanced Algebra—complete the text.

SENIOR II A. Solid Geometry—complete text.

SENIOR II B. Plane Trigonometry.
Text: Wentworth-Smith.

HOME ECONOMICS.

Domestic Science.

The aim of this course is to give a thorough knowledge of foods, cookery and the general problems of household management; in other words to develop intelligent and efficient home-makers, and to instill a love for the work of the home and an appreciation of its value.

Junior I

Junior I 120 minutes per week.

1. Care of room and furniture.
 - a. General plan of arrangement.
 - b. Cleaning. (1) room, (2) dishes and utensils, (3) sink, (4) stove, (5) cupboards, (6) ice chest.
2. Combustion and ventilation.
 - a. Principles taught by experiment.
 - b. Making fire.

3. Water.
 - a. General uses and characteristics.
 - b. Means for purification.
 - c. Municipal system.
4. Cooking staple articles of food.
 - a. Cooking food containing starch, fiber and aluminum or similar compound.
 - b. Making sauces with water, stock and milk.
 - c. Making biscuit, muffins, cakes and yeast bread.
 - d. Miscellaneous—beverages, salads, candy, ice cream.
5. Study of food products.
 - a. Vegetables. (1) history of use, (2) how cultivated, (3) how sold, (4) part of plant used for food.
 - b. Cereals. (1) corn, reading poems, study of plant, study of products, (2) wheat, wheat growing sections, time and manner of planting and harvesting, manufacture of flour.
 - c. Milk industry. (1) local dairies, (2) dairy farms, (3) care in homes, (4) milk products.
 - d. Tea, cocoa, coffee, (1) history of use, (2) study of plant, (3) preparation for market, (4) products.
 - e. Condiments. (1) part of plant used, (2) where grown, (3) how prepared.
 - f. Meat. (1) animals used, (2) relative cost of parts.
6. Service of food.
 - a. Laying table.
 - b. Family service

Junior II

Junior II 120 minutes per week.

1. Review principles of combustion and ventilation.
2. Review study of water.
3. Study how to protect food from action of bacteria and molds.
4. Determine presence of starch, sugar, fat, water, fiber and albumen or similar compounds in food materials.
5. Cooking vegetables and meats.

6. Making soups, breads, cakes, salads, pastry and desserts.
7. Service of simple meals.

Junior III B.

Course I. Cookery.

One period daily for one-half year.

Laboratory work, lecture and recitation. The composition, food values, and cooking of all classes of foods, with the scientific principles involved. Special attention is given to the proper and attractive serving of foods. Near the close of the course considerable time is given to planning and serving of meals.

Junior III A.

Course I, continued. One period daily for one-half year.

This course aims to give additional practice in serving of meals and to deal with the more difficult problems of cookery under the following heads: Canning and preserving of foods, and other problems of household bacteriology, adulterations and the pure food problem, the psychology of digestion, the functions of various foods in the body, dietary calculations and the food requirements.

Senior II.

Course II. Cookery and Household Management.

Invalid Cooking and Infant Feeding. Two periods a week throughout the year alternating with domestic art.

This course will aim to give a general knowledge of the feeding of infants and the diets suitable to various diseases, study of household accounts, marketing and buying, regulation and management of household work, and home nursing.

Elective in Either Senior II or III.

Household Chemistry and Physics. (See outline in science course). One period daily for one year.

DOMESTIC ARTS.

The practical purpose of this course is to give skill in the clothing processes; knowledge of materials; intelligence in the economic and artistic use of clothing; appreciation of the mechanical and artistic results of textile workers in particular and of all workers in general.

Sixth B Grade.

- I. Problem: Tea Towels.
 1. Material: White striped linen (toweling), 1 yd; cotton No. 50; needle No. 7, blue marking cotton; white linen tape, No. 4 or 5—6 inches.
 2. Lesson: Drawing threads, turning hem (paper model), basting (even), hemming, marking.
 3. Discussion: Use, durability, suitability of different materials; cost (approximately 15c).
 4. Three reasons for hemming tea towels: economy, sanitation, neatness.
 5. Application of domestic art in kitchen: holders, cooking cloths, towels, sash curtains, aprons.
- II. Problem: Crochet bedroom slippers.
 1. Material.
 2. Lesson: How to hold hook and thread. Work on sample, chain stitch, single crochet, double crochet, picot.
 3. Slippers, discussion: Christmas spirit, giving of simple gifts, making for others.
 4. Repair work: "A stitch in time saves nine." Darning.
- III. Problem: Christmas Gifts.
 1. Satchets, pincushions or needle cases.

Sixth A Grade.

- I. Problem: Napkins.
 1. Material: From old linen.
 2. Lesson: Hems (paper model), drawing threads, turning one-fourth inch, second turning one-fourth corners (blackboard drawings), basting (even), French or nappery hem, beginning and joining threads.
 3. Discussion: Linen industry and weaving; table linen: Napkins, table cloth, silence cloth, doilies; durability, cost, suitability, economy, laying of table.
- II. Problem: Cooking towel or short kimona jacket.
 1. Materials: Turkish towel, ribbon, silkaleen.
 2. Lesson: Blanket stitch, catch stitch, French knots.

III. Repair work. Cotton hemmed patch, application to garments.

1. Material: Two 8-inch squares of gingham; needle No. 8, cotton No. 60.

Lesson: Cutting, creasing, cutting hole, turning edges, fitting and matching, stripes, basting, hemming, overcasting edges.

3. Gingham: Warping, weaving, washing, starching, stretching and ironing. Kinds of gingham (1) domestic, (2) Scotch, (3) prints, weaving, varnishing and stamping rollers, ink in design, stamping.

IV. Problem: Cooking apron.

1. Materials: Indian head cotton, 2 yards (45 inch), at 20c; cotton No. 50, needles Nos. 7 and 8; four buttons.
2. Lesson: Discussion of kitchen, aprons. Use, materials, laundering. White—economy in kitchen, durability, cost.
3. Making—taking measures, planning of material and pattern, pinning on pattern, cutting.
4. Bib, hemming, gathering, band, buttonholes and buttons.

V. Problem: Christmas gifts.

1. Towels, hemstitched or scalloped.
2. Runner for dresser or table—course linen.

Junior I

Junior I Sewing, 120 minutes per week.

Introductory: Sewing in the home. Dower chest, household linen: Use and decoration; economy, cost, durability, amount and sizes. Personal linen: material and decoration, suitability to age and station, hygiene and sanitation of undergarments.

I. Problem: Pillow slips (hemstitched).

1. Material: Two pillow slips, 42 inch unbleached muslin.
2. Lesson: Tearing, drawing threads, pinning and basting, overhanding seam, finishing off opposite end, turning, pinning and basting hem, hemstitching, monogramming.

II. Problem: Combination suit.

1. Material two and one-half yards long cloth, four and one-half yards edging at 5c, spool cotton No. 70, tape.

2. Lesson: Discussion of style and patterns, simplicity, comfort and looks. Measures and alteration of patterns. Pinning and planning pattern. Cutting (warp and woof). Basting. Machine practice. Combining machine and handwork. Bias facings. Lace, buttons and buttonholes.
- III. Problem: Sewing Bag (cross stitch).
1. Material: Aida cloth, 9x14 inches; two skeins silk; two yards cord; needles; sewing No. 8, crewel, No. 7.
 2. Lesson: Discussion and plan of bag and design, straightening material, overcasting raw edges to prevent fraying, folding and finding center for design, application, cross stitch, sewing up sides, and end (back stitch), hemming top, eyelets, drawing in of cords.

Junior II

Junior II Sewing 120 minutes per week.

Introductory: How a young girl should dress. appropriateness of style, material, etc. Individuality expressed in clothes.

I. Problem: School dress. (cotton).

Appropriateness, style, materials, trimming, possibilities of a girl in making her own dress. Simplicity keynote in style, material, finish. Sample discussed, style selected. Cost, under \$2.00.

Senior I.

Dressmaking: One period daily for one year.

A review of girls' clothing, study of wool and silk, the study of the care of the wardrobe, the problem and the practice in handling woolen goods.

Senior II.

Domestic Art. Two periods a week throughout the year, alternating with cookery and household management.

This course aims to give a general knowledge of clothing for children, and the making of an evening or party dress, and an infant's wardrobe.

Senior III, A.

Millinery and costume making. Daily for one year.

INDUSTRIAL ARTS.

This course has been arranged with the aim of giving the pupil the greatest opportunity of realizing on his latent abilities, to enlarge his scope of usefulness, and to make him master of himself. It is necessary to broaden his course of training and direct it in such a way that his abilities can be made marketable.

It is the desire of this department to be of service to the other departments of the school, and to keep in close touch with the best methods of the industrial world. In this day of sharp competition it is the duty of the school to prepare the boy and girl to successfully meet the problems of life. No effort has been spared to place before the student a practical course. Every project in the grades and in the H. S. is in itself a useful article for the home, school, or play ground. The exercises consist of pieces of work in various forms, and are so arranged that each new exercise brings into use either a new tool or a new method of using a tool, and so graded that the development is gradual.

Supplementary exercises are offered in all grades in shop work, in addition to those required for a grade; thereby provision is made for the fast worker, and some opportunity offered for individual choice. That manual training is a forerunner of industrial work is clearly recognized. We hope to be in a position to offer a course in practical forging in the near future, thereby enabling the boys to continue in industrial training.

Drawing is closely correlated with shop work, both in the Junior and in the Senior High School. Advanced classes are required to do sketching and blue printing, using the best and most practical methods. Each pupil who finishes the course in architectural drafting will draw plans for a two story house with details complete, or its equivalent.

All students of this department above the Junior II class, in order to receive credit, will be required to spend at least one fourth of their time making or repairing apparatus for the school. Our boys learn by doing and this department aims to be of service. Students are invited to bring from home such repair work as can be successfully handled. The students of cabinet making will be taught to repair as well as to make furniture. We hope to be able to give the boys an opportunity to do some house construction work. One of our aims is a neat, substantial, well ar-

ranged cottage planned and built by the boys of the Lewiston High School.

Outline of Shop Courses.

Grades

6-B

- 1 Pencil sharpener
 - 2 Plant marker
 - 3 Tree tag
 - 4 Thread winder
 - 5 Stand for paper file
 - 6 Buzzer
 - 7 Key board
 - 8 Darts
 - 9 Picture Frames
 - 10 Sword
- 1, 2, 3, 4 and 6 required; must finish seven for a grade.

6-A

- 11 Sled
 - 12 Whisk broom holder
 - 13 Doll's chair
 - 14 Doll's table
 - 15 Bird house
 - 16 Cart
 - 17 Wind Mill
 - 18 Nail Box
- . Four required for grade

Junior High School.

Junior I-B

- 1 Cutting board
 - 2 Cake board
 - or
 - Crock cover
 - 3 Bread board
 - 4 Sleeve board
 - 5 Coat and hat rack
 - 6 Spool holder
 - 7 Ring toss
 - 8 Water wheel
 - 9 Handkerchief box
 - 10 Knife polishing box
 - 11 Stationery box
- (First six projects required for a grade).

Junior I-A.

- 12 Wall pocket
 - 13 Letter box
 - 14 Bench hook
 - 15 Towel roller
 - 16 Rod towel roller
 - 17 Folding towel rack
 - 18 Foot stool
 - 19 Kite string wheel
 - 20 Pile driver
- (Projects 12, 13, 14 required, must finish four for grade).

Junior II-B

- 1 Book rack
 - 2 Magazine rack.
 - 3 Foot stool
 - 4 Necktie rack
 - 5 Desk tray
 - 6 Screen
 - 7 Chicken coop
 - 8 Milk stool
 - 9 Waste basket
- (Four required for a grade).

Junior II-A

- 10 Single tree
 - 11 Canoe paddle
 - 12 Test tube
 - 13 Umbrella stand
 - 14 Eread moulding board
 - 15 Flower box
 - 16 Tabouret
 - 17 Step ladder
 - 18 Jumping standard
 - 19 Hurdle
 - 20 Clock shelf
- (Five required for grade)

Other approved work may be substituted for some of the above projects.

Junior III (Joinery)

The object of this course is to familiarize the student with the most common practical joints used in construction work. After successfully making the joint some project will be constructed which will demonstrate its application. In the second semester some time will be given to the making and finishing of simple articles of furniture.

Junior III-B.

Mechanical drawing is required of all students of this course. The student will attain proficiency in the use of instruments and the conventions of drawing through lines, circles, isometric, oblique and cabinet projections. Attention will be given to the making of working drawings for use in the shop.

- 1 Half joint, project—Bicycle rack, saw buck or drying rack.
- 2 Mortise and tenon joint—blue print frame.
- 3 Miter joint—miter box, triangles, screen.
- 4 Rabbit joint—glove or handkerchief box.
- 5 Tongue and groove—drawing board.
- 6 Exercise involving the combination of rabbit and "T" joints—letter file or drawer.

Junior III-A.

This term's work will be a continuation of the above. The student will take up the revolution of solids, intersection of surfaces, development of patterns and blue printing. The work of this year will be closely associated with the shop when possible and accuracy of work neatness of lettering will be insisted upon.

- 7 Feather or slip joint, project, box or hopper.
- 8 Butt hopper joint, project, box or hopper.
- 9 Dove tail joint, project, drawer.
- 10 Wedge-tenon joint, project, foot stool or book rack.
- 11 Small library table or center table.
- 12 Telephone stand.

All of the above joints must be made, but the projects may be supplemented by other approved exercises.

Senior High School.

Senior I

Cabinet Making.

This year's work will consist of the construction of the best and most up-to-date pieces of furniture and cabinet work. Much emphasis will be placed upon finish during the second semester of this year's work.

Senior I-B classes will be required to take furniture drawing and designing. Senior I-A students may continue the drawing of the previous term or they may elect in architectural drawing.

Senior I-B

- 1 Dictionary stand
- 2 Morris chair
- 3 Writing table
- 4 Sewing table
- 5 Dining room chair
- 6 Settee

Senior I-A

- 7 Davenport
- 8 Rocker
- 9 Piano bench
- 10 Book case or cabinet
- 11 Library table
- 12 Chest

Each student must finish at least one of the above for grade.

Senior II-A

Advanced Forging.

This course is a continuation of the previous term's work and consists largely of the making of tools for the

shop and a study of the various grades of iron and steel. Attention is given to the working of tool steel and spring steel.

Machine drawing is required of Senior II-B and II-A students and will consist of development of helix, "V" and square threads, bolts, nuts, regular and irregular machine parts, cams and gears.

Exercises:

- | | |
|-----------------|---------------------|
| 1 Pick up tongs | 8 Eye punch |
| 2 Swivel | 9 Hammer |
| 3 Door clasp | 10 Hot cutter |
| 4 Heading tools | 11 Shovel |
| 5 Screw driver | 12 Single tree hook |
| 6 Punch | 13 Hay hook |
| 7 Cold chisel | 14 Chain |

Senior II-B

Forging.

The work of this semester will consist of study of the forge, how to manage and make a fire, the various heats, drawing out, bending and making the articles listed below or their equivalent will constitute this term's work.

Exercises:

- | | |
|------------------------|----------------------|
| 1 Drawing square stock | 11 Upsetting |
| 2 Making of wedge | 12 Upset corner bend |
| 3 Drawing out flat | 13 Angle piece |
| 4 Solid eye brace | 14 Scarf welding |
| 5 Drawing out | 15 Ring weld |
| 6 Staple | 16 Making of bolts |
| 7 Eye and point | 17 Shackle bolt |
| 8 Meat hook | 18 Flat tongs |
| 9 Cate hook | 19 Double eye bolt |
| 10 Punching exercise | |

Senior II-B

Wood Turning

The student will be taught the use and care of turning tools, turning of beads, boarding, face plate and chuck work.

The first thirteen of the following exercises must be finished for a grade unless similar work can be substituted.

Exercises:

- | | |
|-------------------------------|--------------------------|
| 1 Chisel exercises (cylinder) | 10 Dumb-bell |
| 2 Gouge exercise | 11 Gavel |
| 3 Gouge exercise | 12 Hollow tray |
| 4 Skew chisel exercise | 13 Vase |
| 6 Potato masher | 14 Collar and button box |
| 7 Screw driver handle | 15 Napkin ring |
| 8 Indian club | 16 Sphere |
| 9 Rolling pin | 17 Croquet set |

Senior II-A

Pattern Making.

Such exercises have been selected as will enable the student to become familiar with the principles of pattern making, and by actually making the pattern, placing and pulling it from the sand he will better understand the process of machine construction, machine drawing and their relation to the iron industry.

The class should make one or two trips to the foundry to enable the students to understand the correlation of the pattern shop with the foundry.

Exercises:

- 1 Cylindrical casting pattern.
- 2 Cast iron discus pattern.
- 3 Grooved pulley pattern
- 4 Pipe elbow pattern
- 5 "T" casting pattern.
- 6 Pulley pattern.
- 7 Gear wheel pattern.
- 8 Cone pulley pattern.

Six exercises required for a grade.

Senior High School III-B.

(House Construction)

The students of this course will be given practical training in the construction of buildings and estimating cost of construction work.

Senior III-B

(House construction or Cement work).

Students may continue the work of previous term or may take up practical work in cement construction.

Architectural drawing is required of all Senior III students and will consist of detail drawings of doors, windows, roof and floor plans. Elevations will be drawn and blueprints made.

ART

The aim of the art instruction in the Junior High School is to develop an appreciation of what is good and beautiful in nature and art. Considerable time will be given to the study of the great masterpieces, the lives of the artists, and masterpieces of art application in design and composition. The pupil's power to express himself will be encouraged and the habit of using drawing as a mode of expression of ideas will be emphasized. This work is given as a supplement to the Domestic Economy and Manual Training work and is required for full credit in those classes. One hour per week will be devoted to this study.

Junior I.

Design—Simple principles—applications in stencil, wood block printing, book binding. Emphasis is placed upon color harmony. Drawing of still life, flowers, figures,

Art study—Selected masterpieces.

Junior II.

Design—Study line, space, tone and color harmony, free hand lettering.

Drawing—Type solids; flowers, fruits, etc., outlined and then conventionalized; landscapes. Emphasis on judging space, proportion, blocking, perspective.

Art study—Selected masterpieces.

Junior III.

Design—Continue work of previous year giving more emphasis to composition.

Drawing—Continue work in line and color.

Enlarge work on perspective.

Art Study—Selected masterpieces.

MUSIC.

Junior I.

1 hour per week.

Voices—Careful classification.

Study songs—Selected—Codas or Alternate Third Book, Modern Music Series.

Singing unison, two part and three part work. Chorus singing—selections from Codas or School Song Book. Introduce bass clef.

Review major and minor keys studied during previous years and introduce D minor, F sharp minor, C minor and C sharp minor in melodic and harmonic forms studied with their relative majors.

Review chord progressions of tonic dominant, and sub-dominant in major mode.

Musical appreciation—Story and music of "Il Trovatore" and "Martha." Use Victrola. Study lives of authors.

Junior II.

1 hr. per week.

Voices—Careful classification.

Selected songs studied as in previous year.

Singing in unison, two part, and three part. Thorough mastery of bass clef. Chorus singing (Selected).

Review all the major scales with their relative minors and introduce F minor and G sharp minor in their melodic and harmonic forms.

Review chords of previous year.

Follow chord progressions found in outline. Tones of tonic, dominant and sub-dominant in minor mode. Musical appreciation—story of "Faust" and "Tannhauser." Use of Victrola in connection.

Study lives of authors.

After the eighth year the music in the High School is optional and only chorus work is offered. Girls and Boys' Glee Clubs and mixed choruses will be organized as well as band and orchestra for which one-fourth credit will be given for a year's work.

PHYSICAL EDUCATION.

(See note on Physical Education for Elementary School)

Girls:

The purpose of the work in physical education is progressive and is planned to train the girl physically in activities which will give her self control and self direction and lead her to the full realization of health and happiness. Because of the immense importance of the transitional period from childhood into early adolescence, the physical director will see that special care is exercised in selecting and carrying out the activities of those grades. Girls who for any reason cannot take the regular work are given special and corrective work according to their individual needs.

The practical physical work will consist of: marching, running, tactics, free hand exercises, rhythmic work, exercises with light apparatus, free play and running, gymnastic games, athletic games, organized games. Outdoor work: volley ball, baseball, basket ball, hand-ball, hockey, tennis, track, interclass games. Talks and attention will be given to instruction in personal hygiene, sanitation, first aid and bandaging, physical examinations and special individual corrective work.

Boys:

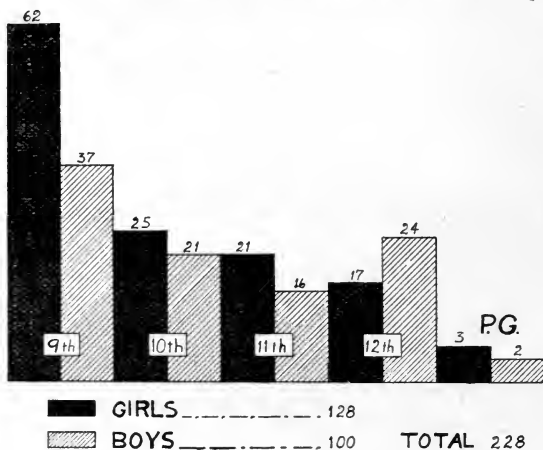
Special effort will be made to develop the habit of outdoor exercise and maintain an active interest in those athletic games that are sources of organic vigor, of vitality, of physical and mental efficiency.

It is the aim in this work to provide every boy the opportunity to engage in those physical activities that are known to be of value in developing strength, skill, co-ordination, good posture, and certain desirable traits of character as courage, confidence, sound judgment and will power, limitation and control of the human body. Particular care will be exercised in selecting and adapting the work to the various periods of adolescent life. Any boy who for any physical reason cannot take the general work will be given special corrective work suited to his needs.

The following general work is suggested:

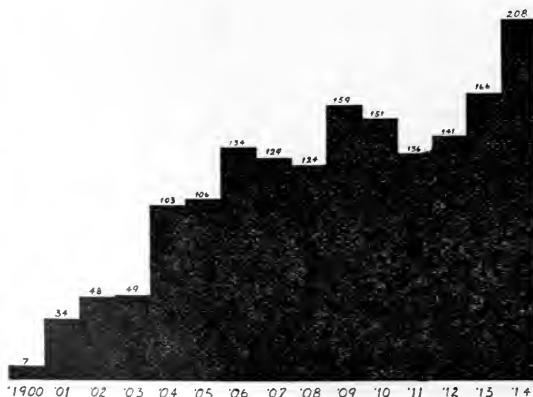
Marching and tactics, free hand exercises, light apparatus, free play and short outdoor races, organized games, floor maneuvers, free arm calisthenics, dumb bells, Indian clubs, military marching and drill, setting up exercises, apparatus work, indoor and outdoor gymnastic and athletic games and play, wrestling, boxing, track work, baseball, basketball.

HIGH SCHOOL ENROLLMENT

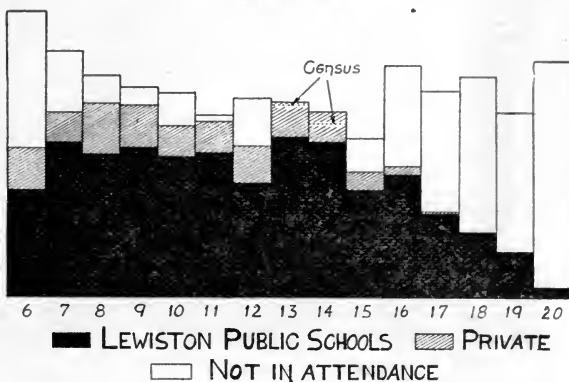


Lewiston High School January, 1914.

AVERAGE DAILY ENROLLMENT OF LEWISTON HIGH SCHOOL



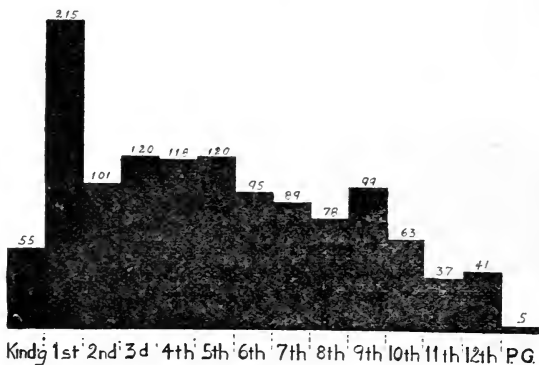
SCHOOL ENUMERATION AND ENROLLMENT IN THE LEWISTON PUBLIC AND PRIVATE SCHOOLS SEPT. 1914



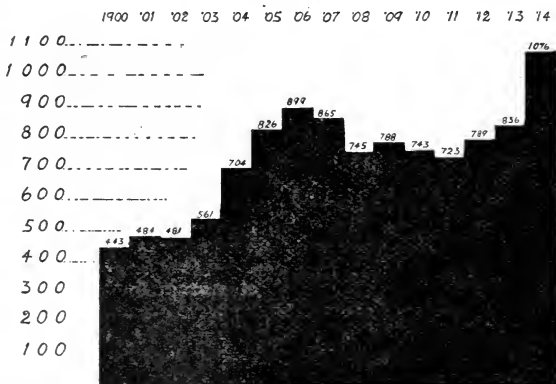
SCHOOL CENSUS OF LEWISTON SCHOOL DISTRICT

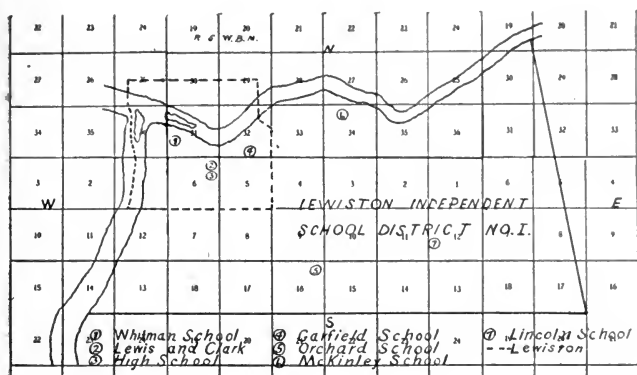


ENROLLMENT LEWISTON PUBLIC SCHOOLS SCHOOL YEAR FEB' 27, '14

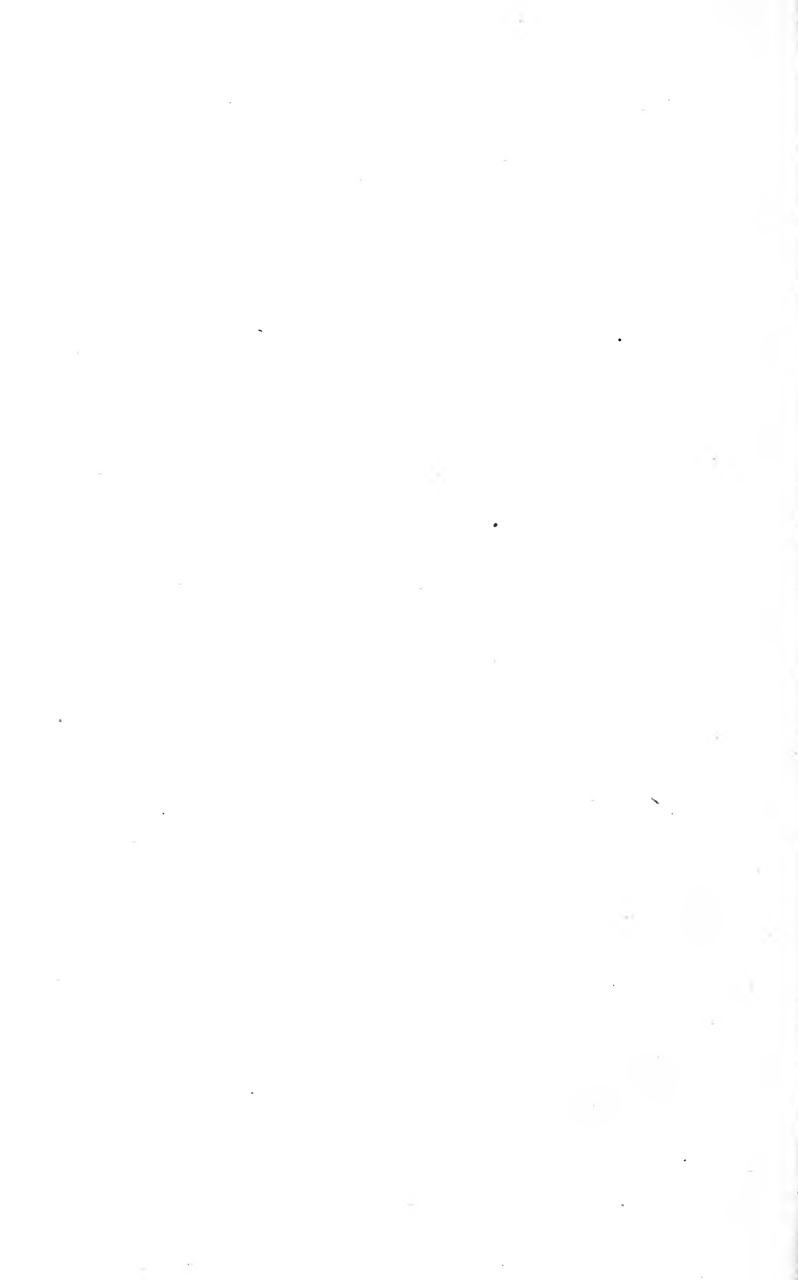


AVERAGE DAILY ENROLLMENT OF LEWISTON SCHOOLS





Note—Since going to press with this publication, the name of the Lewis and Clark school has been changed to that of Webster school.



Organization, Rules and Regulations

INDEPENDENT SCHOOL DISTRICT NO. 1

Excerpts from the Charter of Independent School District No. 1, and General Law.

"Boundaries of Districts.. That portion of Nez Perce County in the State of Idaho comprising the City of Lewiston and the territory adjacent thereto, described as follows, to-wit: Commencing at the junction of Snake and Clearwater River and running thence easterly following the meander of the Clearwater River to the west line of Nez Perce Indian Reservation; thence southerly to the northeast corner of Sec. 20 of Township 35 north of Range 4 west, Boise Meridian; thence west on said line to the Snake River; thence northerly along said river to the place of beginning; **is hereby organized and established as an independent school district, to be known as district No. 1, of Nez Perce county, Idaho, with the powers hereinafter specified."**

Election of Board. "The electors of said district shall assemble at the public school house in the City of Lewiston on the third Wednesday of May, A. D., 1881, and shall then and there choose by ballot five (5) directors of schools of said district one of whom shall serve for one (1) year, two (2) for two (2) years, and two (2) for three (3) years, the time that each shall serve to be designated on the ballot; and annually thereafter on the first Monday of April one or two directors as may be necessary to succeed the director or directors whose term of office is about to expire shall be elected, and each of said directors shall serve for the term of three (3) years and until his successor is elected and qualified.

"The term of office of said directors shall commence at the first regular meeting of the board succeeding the day of election."

Organization of the Board. "Said board of directors shall on the first day of July, A. D., 1881, and thereafter on the fourth Monday in April, unless said day be a legal holiday, and in that case upon the Tuesday following the fourth Monday in April, meet and organize by choosing from their number a president who shall preside at all meetings of the board. They shall also choose at said time some competent person to act as clerk of the board: Provided, That a member of the board may be elected as clerk; and they shall at said time fix the compensation of the clerk.

"Said clerk shall execute to the district in such sum as shall be required by the board of directors, conditioned faithfully to perform the duties of his trust and faithfully to account for and pay over as may be required by the board of directors or the law all moneys that may come into his hand as such clerk."

"Three (3) members of the board of directors shall constitute a quorum for the transaction of business at any regular or special meeting."

Superintendent.

"The Superintendent of Schools of said Independent District No. 1 shall have general supervision of the schools of said district, subject to the control of the board. He shall report the condition of such schools from time to time as required by the board. He shall superintend the grading of the same and the examination and promotion of all pupils, and he shall perform such other duties as may be required by the board. He shall be ex-officio a member of the board of directors of said district but shall not have the power to vote. He shall also make to the state superintendent of Idaho such reports as may be required by said State Superintendent, and shall make such reports to the County Superintendent of Public Instruction as are required by the general laws of the State of Idaho, or that may be required by said County Superintendent."

Duties of Officers.

"The president shall preside over all meetings of the board, and in case of his absence or inability to act, a presi-

dent pro tempore shall be chosen who shall have all the powers of the president. The president shall sign all orders and orders for warrants issued by the clerk, and shall perform such other duties as the board may require.

"The clerk shall act as clerk of the district and clerk of the Board of Education. In case of his absence, inability or refusal to act, a clerk pro tempore shall be chosen. The clerk shall notify in writing all persons elected or appointed to any office in the district within five (5) days after the election or appointment; he shall give personal notice to each of the directors of the district of special meetings of the board upon request of the president or any two (2) members of said board; and he shall give at least ten (10) days notice by publication in a newspaper of all regular or special meetings of the electors of the district and the object of such meetings, in such form as may be required by the board of directors: he shall keep an account of the expenses of said district and a full list of the property of the same; he shall on the order of the board of education draw and sign orders for the payment of money, said orders to be drawn under the provisions of the general laws of the State of Idaho governing schools. Said order shall be signed by the President and the Clerk shall attest the same with the corporate seal of the district. He shall perform such other duties in connection with his office as may be prescribed by law or that may be required by the Board of Directors."

By the Statutes of the State of Idaho, it is made the duty of the **Treasurer** of each county upon the presentation of any order from the clerk of the Board of Independent School District, countersigned by the Chairman of the Board, or in his absence by the other members of the Board, to draw his warrant upon the school fund standing to the credit of said district in favor of the person mentioned in said order.

House Bill No. 105—Session Laws Idaho 1909.

Sec. 20. Powers of the Board. "The board of Directors of (Independent School District No. 1 of Nez Perce County, Idaho) shall have the power and it shall be their duty to make such laws, rules and regulations as they deem expedient and necessary for their own government of the schools of the district not inconsistent with the provisions of this Act."

Sec. 31. Qualifications of Teachers. "Within four (4) months after their employment in the schools of Independ-

ent School District No. 1 of Nez Perce County, Idaho, shall conform to the requirements of the general school laws of the State of Idaho relative to the qualifications of teachers and shall be subject to all the conditions and requirements provided in said laws."

General School Law.

"Duties and Powers of Trustees of Independent School Districts.

"To determine the number of qualifications of teacher who shall be employed, to determine if school shall be maintained for more than nine (9) months, to fix the date of beginning of the school year, to determine the length of the school day, and to provide for the dismissal of primary pupils before the regular time of closing school."

"To employ a Superintendent of schools for a term not to exceed three (3) years, who shall be the executive officer of the board, and with such powers and duties as they may prescribe, together with such powers as are now and may hereafter be presented by the laws of the State."

ORGANIZATION AND GENERAL REGULATIONS.

The Lewiston City Schools shall be organized as follows:

1. Elementary Schools.
2. Secondary School.

The Elementary Schools shall be organized on the basis of six grades numbered consecutively—the first being the lowest. The first three years are known as the Primary Grades, and the following three years as the Intermediate Grades. The Secondary School shall be organized in two divisions—a Junior High School and a Senior High School.

The Junior High School shall be organized on the basis of three year's work designated as

1. Junior First Year.
2. Junior Second Year.
3. Junior Third Year.

Each year's work shall be divided into two classes, B. and A.

The Senior High School shall be organized on the basis of three years' work, designated as

1. Senior First Year.
2. Senior Second Year.
3. Senior Third Year.

Each years' work shall be divided into two classe, B and A.

The school year shall consist of 36 weeks, divided into two semesters of 18 weeks each.

The school opens on the first Monday of September annually, unless for special reason, ordered otherwise by the Board.

Daily Sessions: There shall be two daily sessions in all the graded schools and two recesses of 15 minutes each in all elementary schools. The first session in the elementary schools shall commence at 9 a. m. and close at 11:50 a. m. The second session shall commence at 1 o'clock p. m. and close at 3:30 p. m. Grades one and two shall be dismissed before the regular hour—the first grades at 11:20 a. m. and 2 o'clock p. m.; the second grade at 11:40 a. m. and 3 o'clock p. m.

The first session of Junior and Senior High Schools shall commence at 8:30 a. m. and close at 11:50 a. m. The second session shall commence at 1 o'clock p. m. and close at 4 o'clock p. m.

Names of Schools. There are included in Independent School District No. 1, seven school buildings, designated as:

Central High School,
Webster, grade school,
Whitman, grade school,
Garfield, grade school,
Orchard, grade school,
McKinley, rural school,
Lincoln, rural school.

The Senior High School occupies the west wing of the Central High School building.

The Junior High School occupies the east wing of the Central High School building. Two years Junior High School work will also be offered in the Orchard School if demand warrants the organization of classes.

Unless otherwise directed by the Superintendent all elementary grade pupils residing on the flat, west of Twenty-first Street, and those residing on the hill, north of Fourth Avenue shall attend the Whitman School. All pupils east of Twenty-first Street shall attend the Garfield School. All pupils living in the Orchard School District shall attend the Orchard School.

BOARD OF EDUCATION.

Board of Education.

The Board of Education shall have at least four regular standing committee of three members each. The president of the board shall be a member of each regular committee hereinafter mentioned. At the first regular meeting of the board after the annual organization, and as often thereafter as becomes necessary, the president shall appoint two members each on the following regular standing committees:

- a. Financial Affairs,
- b. Educational Affairs,
- d. Legal Affairs.
- e. Buildings and Sites.

The superintendent shall be ex-officio a member of the committee on educational affairs. These committees shall consider such matters of policy, finance and procedure as may be referred to them by the board.

Any committee to whom any matter shall be referred shall make a report thereon not later than the first regular meeting thereafter unless more time be given them by the board.

The Board of Education shall hold its regular meetings on the fourth Friday of each month at 7:30 p. m. at the office of the clerk.

The following order of business will be followed:

- Roll Call,
- Reading of Minutes,
- Report of committees; standing, special.
- Report of Superintendent; Clerk; other officers.
- Unfinished Business,
- New Business.

President.

It shall be the duty of the President to preside at all meetings of Board, preserve order, enforce the rules, sign all bonds, notes, agreements, deeds or leases ordered to be executed by the board, sign all warrants drawn on the treasurer; appoint all standing committees and all special committees when not otherwise provided for; to procure a full and complete audit of all the accounts of the school district at least once every two years or oftener at his discretion, or from time to time upon request of a majority of the members of the board. He shall lay before the board

from time to time such suggestions as may, in his opinion, be for the highest interest of the schools. He shall perform such other duties as may properly pertain to his office or be enjoined by the Board. The president shall be ex-officio member of all committees and entitled to vote on all questions.

Clerk.

It shall be the duty of the clerk to be present at all meetings of the board and to notify the members of the board of any special meetings; to keep an accurate journal of the proceedings of the board; to have the care and custody of records, books, documents and statistics of the board; to countersign all warrants, drawn upon the treasurer by order of the board; to keep an accurate account of all moneys paid by order of the board; to keep an accurate account of all moneys paid to the treasurer on account of said board; and all moneys paid on orders drawn on the treasurer by order of said board; to prepare and publish an annual report, the first Monday in July of each year, showing: (1) the moneys received by the treasurer since the last report and from what sources received; (2) the amount of sinking fund and how invested; (3) moneys paid out and for what; (4) the balance of general fund in the hands of the treasurer; (5) the number, date and amount of any bond issued by said board and of all bonds purchased for the sinking fund and report to the Board the condition of school funds whenever required.

He shall notify any member of the board who has been elected to any office in the board if such member be not present at the time of his selection. He shall also notify all persons of their appointment or selection to any position within the gift of the board, within one week from the time of such election. He shall furnish statistics and other material not furnished by the superintendent, as may be required by the board or any standing committees. He shall preserve a complete list of all furniture, apparatus, etc., belonging to the several schools and departments and at the close of each school year, he shall cause a careful comparison to be made of this list with the inventory reported from the various schools and departments and report to the board. He shall perform such other duties as may be required by law or imposed by the board.

Superintendent.

The Board of Education shall at such time as they deem expedient elect a superintendent of schools for a

term not to exceed three years and whose term shall begin on the first day of July. The superintendent shall be the chief executive officer of the board in all matters pertaining to education, and shall have general charge and direction of the Lewiston Public Schools—nomination and assignment of teachers—classification, promotion and graduation of pupils—courses of study and methods of teaching—recommendation of text-books—teachers' meetings and institutes—and such other duties as the Board of Education may prescribe.

Applications for Positions. All candidates for positions in the public schools of this city shall present their applications in writing, together with references, certificates, and other credentials, to the Superintendent of Schools, using blanks especially prepared for this purpose, which may be obtained at the Superintendent's office.

Tendering Positions. The Board of Education at such times as they deem expedient before the close of the school year, shall tender positions for the ensuing school year to teachers already in its employ whose services the Board may wish to retain.

Heads of Departments. Before the beginning of each school year and at such other times as may be necessary the superintendent shall recommend to the board for appointment suitable teachers for heads of the various departments of High School work whose special duty in addition to regular teaching work, will be to carefully organize and keep in touch all work pertaining to their department throughout the high school. Each head of a department shall see that necessary supplemental material is kept available and that the work of the department is correlated most advantageously with the work of other departments. All work is to be in harmony with the course of study and the plans and directions of the superintendent. The principal of the Junior and Senior High Schools, and heads of departments shall constitute a High School council, and shall meet with the superintendent frequently for counsel and advice and as an advisory committee in all problems pertaining to the welfare and efficiency of the High School.

Tenure of Office. Professional interest; ability and power to control pupils; superior qualification in reference to moral character; literary attainments, industry, prac-

tical skill, and a cheerful compliance with the regulations of the board and the rules and directions of the Superintendent, shall be the chief considerations in the employment of teachers and in determining their tenure of office.

Qualifications, Etc. No teacher shall be employed in the elementary city schools who has not had at least one year successful experience as regular teacher and who is not a graduate of a university, college or normal school, or have had what the Superintendent may deem sufficient special training or successful experience to warrant their employment. High School teachers must be graduates of a university or college, or have had such special training or successful experience as will warrant their employment.

All teachers shall sign a written contract before assuming their duties in the Lewiston schools.

No teacher shall be employed who does not hold at least a first grade certificate in Idaho or its equivalent. All teachers employed in the city schools who hold an Idaho first grade certificate or its equivalent, or a higher grade certificate, or be a graduate of an accredited university, college or normal school may be granted a city certificate without examination.

All teachers failing to meet these requirements shall be required to take a special examination.

No teacher shall be employed in the city schools who does not hold a valid state or city certificate.

A teacher's certificate of qualification signed by the President of the Board of Education and by the Superintendent and attested by the Clerk with official seal affixed, shall be issued to each teacher who passes the required examination or who possesses the requisite qualifications.

All certificates, in case of reelection, may be renewed from year to year without examinations; provided, the teacher shall make such professional progress as may be required by the Board of Education and by the Superintendent, in attending teacher's meetings and professional schools, or doing professional reading.

Teachers and other employes shall receive their warrants on the Saturday following the close of school month, at the office of the Clerk of the Board, between the hours of 8 a. m. and 12 m.

No notice will be taken by the board of any grievance against any teacher or other employee unless it be presented to the board in writing duly signed. All questions relating to the qualifications or conduct of teachers shall be considered in executive session.

SUPERINTENDENT

Executive Officer. The Superintendent of Public Schools shall be the executive officer of the Board of Education in all matters pertaining to schools and shall exercise general supervision over the schools of this district. He shall visit them as often as practicable, examine into their condition and progress and see that all rules prescribed for their government are faithfully observed.

Educational Advancement. He shall constantly pursue pedagogical and educational studies and keep himself informed as to educational movements and experiments. He shall make himself familiar by visitation and otherwise with the various systems of public instruction and the progress of Education in other places, so that he may be better prepared to devise appropriate means for the advancement of the Public Schools of our city to the highest possible standard of efficiency and general usefulness.

Direction of Teachers. It shall be his duty to see that every teacher is familiar with the rules and regulations of the board and the course of study, together with methods of instruction and discipline therein suggested; to direct teachers as to the modes of government and instruction and render any needed aid and counsel in all matters connected with the schools.

Assignment of Teachers. He shall assign the teachers to their positions in the schools, and he shall have power to make such changes in the position of any teacher as may be deemed necessary for the interests of the school.

Suspension of Teachers. He shall not tolerate in teachers any irregularities or delinquencies and shall have power to suspend any teacher for sufficient cause, and such suspension shall be reported to the Board of Education, for final action at the next regular meeting.

Observation of Teaching. He shall carefully observe the teaching and discipline of all teachers employed in the public schools and report to the school board whenever he shall find any teacher inefficient or incompetent in the discharge of his or her duty.

Filling of Vacancies. He is authorized to fill vacancies in case of temporary absence of teachers.

Teachers' Meetings. He shall have power to require teachers to attend such meetings as he may appoint for in-

struction in methods of teaching or governing. Absence from such meetings shall be regarded the same as absence from the regular duties of school, and unless excused by the superintendent for sickness or other reasonable cause, they shall suffer a deduction of their wages equal to one day's salary.

Devising of Blanks. He shall devise blanks and furnish all blanks necessary for the use of teachers in the schools.

Suspension of Pupils. He shall have power, at his discretion, to suspend any pupil who persists in tardiness, absence, idleness, disorderly or improper conduct, or who impairs the efficiency or injures the morals of the school. He shall suspend any pupils, whose parents refuse to cooperate with the superintendent and teachers in carrying out the regulations of the school and who encourage their children to violate the same. No pupil shall be finally expelled except by vote of the board.

Classification of Pupils. It shall be his duty to superintend the classification of pupils; to promote those who are found qualified; to see that judicious programs of study and recitation are instituted; to direct suitable hours for study and intermission; to devise and maintain a uniform system of school records and reports.

Fixing of Boundaries. He shall fix the district boundaries for each ward school and shall have power to transfer pupils from one district to another for relief of crowded school rooms and for purposes of discipline.

Recommendations to Board. He shall report to the Board of Education at each regular meeting relative to the condition of the schools under his supervision, and to make such recommendations as shall, in his judgment conduce to their welfare and to perform such other duties as may be required of him by the board.

Selection of Text-Books. He shall recommend to the Board of Education for adoption such text-books as in his judgment will best serve the educational needs of the pupils in all the various classes of the city schools, and shall maintain a uniform system of text-books throughout the schools. No unauthorized text-books shall be used.

List of Teachers. He shall keep a list of the names and addresses of all applicants eligible for appointment as teachers and shall recommend to the Board of Education the names of such applicants as seem to him most suitable.

Attend Board Meetings. He shall attend all meetings of the Board, and when requested those of standing committees, and have the privilege of debate on all questions pertaining to his work.

Certify Pay Roll. He shall certify the monthly pay roll of teachers and janitors and report to the Board all absence and tardiness with the amount of time lost.

Published Report. He shall prepare at the close of the school year for publication, a general report on the conditions of the public schools.

Commencement Exercises. He shall determine who are eligible for graduation and supervise and conduct the annual commencement exercises.

Rules. He shall make such contingent rules and regulations and announcements as in his judgment may be indispensable to the success of the schools.

GRADE SUPERVISOR.

Experience has shown that the plan of requiring principals of the various elementary grades to devote half or more of their time to class supervision to the neglect of their own class work is not satisfactory.

The plan is not economical—it is extremely wasteful and it lacks efficiency. Instead of the plan of requiring the principal to neglect her own class work and leave her own pupils without supervision for the purpose of helping plan and supervise the class work of the teachers under her charge, a far more economical plan will be followed—one that has met with general favor in progressive schools everywhere. Instead of several principals each giving half time to supervision, an elementary grade supervisor is employed who gives her entire time to class work supervision, leaving the principals free to put in practically full time teaching.

The elementary grade supervisor shall under the direction of the superintendent have general charge of all elementary grade work: a. Visit the various class rooms as frequently as possible, and help each teacher plan and direct her work, b. Coordinate the grade work so that it shall be uniformly taught throughout the school system. c. Plan with the principals uniform details of discipline—playground rules—marching in and out of buildings, etc. d. See that the reports of principals and teachers to the

superintendent are correct and complete. e. Shall have charge of and be responsible for class supplies and circulating libraries. f. Shall as frequently as possible hold meetings of principals and teachers for the purpose of promoting efficiency of the work. g. Shall report to the Superintendent any delinquency on the part of teachers or pupils who fail to work for the good of the school.

Special Supervisors.

Supervisors shall under the direction of the Superintendent of Schools have general charge of the work of their specific departments. There are several subjects in the course of study which though minor in point of time units in teaching, are just as important as any other subject in the course in the development of the child. In order to bring these subjects down to the same systematic presentation given other subjects in the program, the Board of Education has employed specialists to give their complete time to such subjects and to furnish their work to the teachers in useful form, assisting by demonstration teaching and explicit direction wherever possible.

Each supervisor is expected to furnish full and specific outlines to the teachers supervised, weekly, monthly or yearly as the case may demand and a copy of these outlines furnished must be filed in the superintendent's office for inspection. The supervisor may apply for duplicates of these outlines to the head of the Commercial Department, who is hereby directed to have such duplicates made by his classes.

For the purpose of directing teachers in the use of the work outlined, the supervisor is authorized to call such meetings of teachers as may be found necessary, and absence from such meetings on the part of the teacher shall be reported to the superintendent by the supervisor and will operate against the teacher in her reemployment, unless such absence has a reasonable excuse.

When the supervisor finds that a teacher is not carrying out instructions and directions faithfully and to the best of her ability, he shall report such teacher to the superintendent. If a teacher fails to carry out the work outlined by the supervisor and at the end of the year the class is found deficient in the said work, and such teacher has not been reported to the superintendent, then the supervisor will be held responsible for the class' delinquency,

and it shall operate against the supervisor for reemployment.

Each supervisor is expected to make regular reports to the superintendent for which purpose blanks will be furnished early in the term.

Regular daily, weekly, bi-weekly, or fortnightly periods must be set aside in the program for the visits of each supervisor, and failure to appear at such time will be reported by the teacher to the principal and by the principal to the superintendent.

Principals are directed to assist supervisors in every way possible, in securing the best results for their work. Grade teachers are reminded that supervisors are not teachers, but supervisors, and primarily their work is not to teach directly to the pupils the subjects given over to them, but TO ORGANIZE the teaching of these subjects, and to give this organization to the grade teacher to give to the child. Teachers under supervisors have a golden opportunity to become specialists.

PRINCIPALS

General Management. Principals shall have supervision of their respective buildings and shall be held responsible for the general management of the schools under their charge. They shall see that the rules and regulations of the board and superintendent are enforced, and with the approval of the superintendent make such rules as may be necessary for the preservation of good order in the buildings and on or about the school grounds.

Principals' Hours. They shall be in their respective buildings not later than 8 o'clock a. m. (High School) or 8:15 a. m. (grades) and 12:45 p. m.; and see that teachers are punctual in attendance and have their rooms in proper order for the reception of the pupils.

Pupils' Hours. They shall see that pupils do not come on or about the school premises before the proper hours, that good order is preserved on the playground; and at all times in the halls and on stairways, and that pupils do not remain on or about the school premises after dismissal unless under the direct supervision of a teacher.

The Principal of the Senior High School shall, under the direction of the Superintendent, have general charge of all Senior High School work, the Central High School building, and athletic grounds and be responsible for the discipline therein and thereon.

The Principal of the Junior High School shall under the direction of the Superintendent have general charge of all Junior High School work; and shall cooperate with the Senior High School principal in maintaining uniform discipline throughout the building and on the grounds.

Care of School Property. They shall see to the safe-keeping of the buildings, the furniture, the apparatus and libraries and to the cleanliness and sanitation of the building:

Reports and Records. They shall make such reports and keep such records as the superintendent requests.

Standard Time. They shall see that Standard time is kept.

Classification of Pupils. With the aid and advice of the superintendent they shall classify pupils at their entrance into school and as necessity may require during the year.

Repairs. Whatever repairs are needed that the janitors cannot make, the principals shall give notice thereof in writing to the superintendent and in case of injury to school property, shall report the name of the offender and extent of the injury.

Instructions to Janitors. They shall give instructions to janitors as to their specific duties.

Principals' Meetings. Principals shall assemble the teachers of the various departments under their charge for counsel and instruction as often as once every two weeks. It is a good thing to get together frequently for counsel and advice.

Contagious Diseases. They shall not permit any pupil to remain in school whom they have reason to believe is afflicted with any contagious disease or who is known to have been exposed to such disease. They shall see that all the rules and regulations made by the health officer are strictly enforced.

Supervision of Work. They shall, as far as their other duties permit, note methods, instruction, and government of the teachers under their charge and advise the superintendent of any incompetency and neglect of duty.

Fire Drills. Principals will be held responsible for observance of regulations in regard to fire drills.

Records. They shall carefully review all records of teachers under their charge, and see that they are accurately and properly kept and the work neatly done.

Supplies. They shall have charge of all supplies, maps, globes, charts, and apparatus, belonging to their respective schools and shall be responsible for same, and in every case when an article has been broken or lost or has become useless, they shall send a written report to the superintendent.

Inventories. At the opening of each school year, principals shall make an inventory of all furniture, books or supplies and apparatus in their respective buildings, and at the close of the year, the same inventory, carefully checked and corrected, shall be filed with the superintendent. They shall also return all keys of the buildings, properly labeled.

Desk Copies. They shall keep a correct record of the number and names of the various desk copies issued to each teacher, holding them responsible for the proper care and return of same.

Playgrounds and Recesses. They shall require the aid of the teachers in securing constant oversight and direction of every part of the playgrounds, during the recesses and before the opening of school, and they shall see that order is maintained by the pupils in passing through halls and in the school rooms during intermissions. They shall make regular assignments of teachers for the purpose of securing thorough supervision of the buildings and grounds.

Other Duties. In all other respects their duties and responsibilities are the same as other teachers.

TEACHERS

Obey Instructions. Teachers shall begin work at the appointed time, devote themselves during school hours exclusively to the instruction of their pupils, maintain good order, and strictly adhere to the course of study, the regulations of the Board, and the directions of the superintendent.

Control of Pupils. They shall exercise a kind, firm and judicious control over their pupils, giving special attention to their habits, morals and manners, avoiding corporal punishment when good order can be maintained and obedience secured by milder means. When corporal punishment is administered, it shall, as a rule, be at the close

of a session in the presence of a principal or other teacher, and out of the presence of the rest of the school. A report of such punishment shall be made at once to the superintendent.

Absence and Tardiness. They shall at the close of each day's session notify the principal of any pupil who may be absent or tardy.

Errands. They shall not send pupils on errands, nor permit them to pass to other rooms during school hours.

Detention of Pupils. Any teacher detaining a pupil more than fifteen minutes after time for dismissal shall notify the parents of such detention, stating length of time the pupil was detained, with reason for same.

Presents. They are prohibited from making presents in the school room or from receiving valuable presents from pupils.

Medals, Prizes, Etc. Teachers shall avoid awarding any medals or prizes to pupils unless especially authorized to do so by the superintendent.

Responsibilities of Teachers. They shall be responsible for the order and discipline and teaching of the pupils of their respective rooms and for their conduct on and about the playgrounds.

Study Periods. During the study periods throughout the day, the teachers' duty shall be to direct and supervise the pupils' study—a most important work—no teacher should be found guilty of using this time for grading papers, writing letters or preparing school work.

Teachers' Hours. They shall take charge of their rooms not later than 8:30 a. m. (grades), (8:10 High School), and 12:45 p. m. when they shall give strict attention to ventilation, blackboard work, and preparation of such materials as may be in use during the session. They shall also hold themselves in readiness for conferences with superintendent, supervisors, and principal on matters pertaining to their work. Tardiness on the part of a teacher shall operate to cause the loss of one-half day's salary, unless such absence is excused by the principal.

Absence or Tardiness. When teachers are unable to be in school, they shall immediately inform the superintendent of such inability and send to the principal a statement of the work of the day for the use of the supply teacher.

Teachers absent for other causes than sickness shall forfeit all pay for time lost. When teachers are absent on account of illness, the pay of such teachers for ten days shall be one-fourth the regular salary, and at the end of ten days the whole of such salary shall cease.

Teachers' Meetings. Teachers are expected to be present at all teachers' meetings. Absence from these meetings unless excused for valid reasons will work a forfeit of a day's pay.

Not to Dismiss School. They shall not dismiss school earlier than the appointed time, nor for any day or part of a day without consent of the superintendent.

Other Occupations. They are not to engage in other occupations that will interfere with the duties of their profession.

Visits. Teachers may take one day in every school year to be designated by the superintendent to visit any department of the public schools of neighboring cities or in other departments in the city schools. When teachers are thus permitted to visit other schools, they shall devote the entire time to visiting during all the school session, observing the work of the school visited and shall make an accurate written report designating the time, place and content of the observations to the superintendent, within one week after the time of the visit. When schools are dismissed on account of any state, district,, or local teachers' meeting teachers will be required to attend such meeting during the time the school dismisses.

Knowledge of Course. They are expected to be thoroughly acquainted with the course of study, the rules of the school and the requirements of their respective departments and use every effort to secure success in their school work.

Teachers' Preparation. In the elementary school, no teacher, while conducting a class in History, Physiology, Grammar or Arithmetic shall be permitted to use a textbook except as a reference. Teachers may make extracts of the lesson to be used during recitations. A thorough mastery of the matter contained in each lesson as well as a **definite method of presenting it** is expected of each teacher. For teachers to do the work in this manner, a **thorough preparation of the work for each day is necessary.** Any failure on the part of the teacher to faithfully comply with this rule will not be tolerated.

Registers, Reports, Meetings. Teachers shall keep records, make reports and attend teachers' meetings as directed by the superintendent. They shall post their registers at the end of each week and see that all records are neatly and accurately kept.

Tests. They shall promptly respond to any test the superintendent desires to make touching the prescribed course of professional reading.

Outline Work. Teachers shall carefully outline their work at least one week in advance, said outline to be in accordance with work arranged by the superintendent, and make themselves familiar with improved methods in teaching and governing.

Teachers' Programs. Teachers of the elementary school shall have a working program ready to submit to the grade supervisor at the end of the first week of each semester, and shall place it in some conspicuous place in the room and follow it strictly.

Announcements. No teacher shall announce or allow to be announced any show, lecture, or entertainment, or allow any agent or other person to display in the school any book or article of apparatus, or to consume the time of teacher and pupils without the consent of the superintendent.

Subscriptions and Contributions. It shall be the duty of each teacher to prevent any contributions or subscriptions or sales of any sort in their school for the purchase of supplies, or other articles, unless ordered by the superintendent. No person shall be permitted to take pictures of the school building or the pupils without written order from the superintendent.

Telephone Calls. Under ordinary circumstances, no teacher will be called from her class-room to answer telephone calls. Teachers will not use the school telephone for private business or social affairs.

Care of the School Room. It shall be the duty of the teacher to see that all chalk, erasers, etc., are removed from the chalk rack each day before the close of school and that all books and papers are removed from the pupil's desks, to assist the janitor in his work.

Ventilation and Temperature. They should give vigilant attention to the temperature and ventilation of their rooms. The temperature of the school room shall be kept uniformly at about 68 degrees F.

Occupation of Room. The teacher may occupy her room 30 minutes after close of the session without disturbance from the janitor if necessary to complete her work.

Inventory of School Property. All teachers at the beginning of the school year shall make an inventory of the school property belonging to their respective rooms and deliver the same to the principal. At the close of the school year they shall check the inventory, making necessary corrections and deliver the same, together with the keys of the room, to the principal.

Care of Property. They shall see that pupils do not injure or deface the school building, furniture, apparatus or other school property. But should any of the school apparatus or property be injured the same shall be reported at once to the principal of the building.

Notice of Resignation. No teacher shall resign without giving four weeks' notice to the superintendent, in default of which all compensation for that length of time may be forfeited, unless such resignation shall be accepted by the Board of Education.

PUPILS

Admission. Children of actual residents of Independent School District No. 1, who are of school age at the beginning of school and who are not afflicted with any contagious or infectious disease shall be admitted to the public schools, provided that no class for beginners shall be organized after the close of the third Monday of school of each half year. Beginning pupils may be admitted after the third Monday of each semester only on written order of the superintendent who is authorized to give such orders for good and sufficient cause. Children becoming six years old during the first half school year may be admitted by special permission of the principal.

A Tuition Fee of \$25 per annum or \$12.50 per semester in the High School and \$16.00 per annum or \$8.00 per semester in the Elementary School, payable in advance, will be required of the following:

1. Students over twenty-one years of age.
2. Students whose legal residence is outside of Independent School District No. 1.

Attendance and Deportment. Pupils are required to be punctual and regular in their attendance; diligent in

study and faithful in the observance of every rule; to avoid whatever is contrary to good deportment, both in school and on the way to and from school; to be obedient and respectful at all times to their teachers; to pursue the regular course of study and to discontinue no subject without the written consent of the Superintendent.

Absence. When a pupil is absent from school more than three consecutive days for sickness or any other cause, his name shall be stricken from the roll and he shall not be considered a member of the school until he has been reinstated. No pupils shall be permitted to remain in school who are afflicted with any contagious, infectious or communicable disease, or while liable to transmit such disease, after having been exposed to same. A pupil who has been absent from school under the above conditions shall be reinstated only upon the certificate from the health officer that the children are in no danger of transmitting such disease and that the premises where the disease had existed have been properly disinfected. When a member of a family is afflicted with a contagious or infectious disease, all children living in the same house or who are known to have been exposed to such disease must be excluded from school until they shall have been reinstated by certificate from the health officer.

Required Studies. All pupils are required to take all the studies in their grade unless excused in writing by the superintendent. Teachers are authorized to require excuses from the parents and guardians of the pupils, either in person or by written note in all cases of absence or tardiness or of dismissal before close of school. They are authorized to send immediately for such excuses or wait until the next session of the next day, but no pupil shall be sent immediately for an excuse when the weather or other circumstances are such that it would occasion exposure to health.

Cleanliness. Any pupil that comes to school without proper attention having been given to his person or dress shall be sent home until properly prepared for the school room.

Excuses. Sickness of the child or in the family or some urgent necessity shall be regarded as the only legitimate excuses for absence. No pupil having been enrolled in one school shall be admitted to another school during the school year without presenting to the principal a certificate of honorable discharge from the principal of the for-

mer school or a permit from the superintendent. An excuse for tardiness must be given upon request of the teacher, and upon failure to comply with the request, the pupil may be sent for the same.

Tobacco and Intoxicants. The use of tobacco in any form or of any stimulants or narcotics in the school building, on or about the school premises or while the pupil is under the authority of the school is strictly prohibited.

Violation of any Principles of Right. For the violation of any principles of right or of good conduct the pupils are held to as strict an account as though it were one of the written rules, and pupils may be disciplined or suspended for violation of the same.

Injury to School Property. All injury done to school property, buildings, yards, furniture, etc., shall immediately be made good in money or satisfactory repairs by parent or guardian of said pupils.

Suspensions. Pupils may be suspended by the principal for a specific time. The parents and superintendent shall be at once notified as to the cause of suspension. Suspended pupils may not be reinstated except by written permission of the superintendent.

JANITORS.

Moral Character. No one shall be employed as janitor who is not a person of good moral character.

Term of Service. The janitor for the school building shall enter upon his duties at such times as may be prescribed and may be subject to removal at the pleasure of the board.

Responsibilities. They shall remain in and about their respective buildings and devote their time to the cleaning, heating and care of the buildings. They shall guard all property on school premises, and shall take proper care of all supplies furnished for their use and shall be held responsible for the proper care of all furniture and apparatus of the school, except while the rooms are occupied by the teacher. They shall promptly make such repairs as they are able to make, and report to the principal of other repairs needed.

Duties. It shall be the duty of the janitor to attend personally to the closing of windows and outside doors of the building under their charge. They shall be required to

have their respective buildings swept, dusted, and heated at least thirty minutes before the opening of the school session, and shall see that the heating apparatus is in proper order and that the temperature of the rooms during the school session is kept uniformly at 68 degrees.

They shall allow no children in the building or on the grounds before or after regular school hours or during vacations, unless especially directed to do so.

In no case shall they permit persons not connected with the schools to enter the buildings after school hours.

Once each month and at such other times as may be necessary to insure cleanliness the janitors shall attend to the washing of the seats, desks, doors, wainscoting, stairs and windows.

They shall set all panes of glass when broken; shall water and care for all trees and shrubbery; shall thoroughly clean blackboards, at least once a week; shall sweep sidewalks daily; shall keep the snow off the steps and walks in and around the school grounds; shall remove papers and other waste material from the school premises before school; and after school hours they shall thoroughly flush with hose the floors, furniture and walls of toilet rooms daily; and shall thoroughly clean and disinfect all toilet seats at least once each week. They shall clean drinking fountains daily, shall disinfect the buildings before school begins each semester and at such other times as may be directed by the superintendent. They shall attend to the clocks and keep them regulated according to Standard time; shall clean ink-wells as often as required by the principal; shall sweep school rooms, halls, cloak-rooms, etc., every day after school, and dust them every morning before school. The chalk-dust in the trough, or in the chalk rack under the blackboards shall be carefully removed each evening. Paper and other waste material must not be allowed to accumulate in or about the basement or on the ground.

Janitors shall assist principals in maintaining order in closets and outhouses.

The superintendent shall have general supervision over the janitors of the various buildings and, in case a janitor becomes delinquent in his duty, it becomes the duty of the superintendent to report the case to the board of education.

Janitors are held rigidly responsible for damage done to school property arising from any negligence, carelessness or violation of these regulations. Janitors may report to the principal failure to receive a room in any of the

elementary schools at four o'clock, but they are not in any case to disturb a teacher engaged in work.

Janitors shall keep an accurate account of all coal, wood and kindling and other supplies delivered to them and shall file all checks with the school board at the close of each school month.

Janitors shall not be permitted to leave the building while school is in session. They must at all times keep a careful watch over their furnaces. They must not be sent upon any errand that takes them away from their building during school hours, except with the direction of the superintendent of schools.

Janitors shall not make any alteration in the building or remove or change seats, desks or other school furniture without permission from the superintendent.

Janitors, sick or absent, must report to the superintendent who will designate a substitute with the same salary as the regularly appointed janitor. Under no circumstances shall a janitor appoint his own substitute.

Janitors shall not sweep or dust any room or adjacent hallway while school is in session.

The hanging of any pictures or charts on the walls or the pasting of any papers or designs on the walls or woodwork of the room is expressly forbidden unless permission shall have been given by the principal. The use of nails, thumb tacks, etc., in the walls and woodwork is also forbidden and janitors are instructed to remove anything fastened to the walls or casings and report to the principal any violation of this rule.

They must not permit matches to lie around the building but must keep them in a tin or iron box provided for the purpose.

They must keep all doors and all outside doors or double doors unfastened at all times during school hours or as long as children remain in the school building, under penalty of immediate dismissal from the service.

Janitors shall report to the clerk at least five days before needing supplies of coal or wood.

The use of tobacco in any form on or about the school grounds during school hours will not be permitted, and the use of intoxicating liquors are strictly forbidden.

FIRE DRILLS.

Fire drills must be practiced at least twice each month, and **without neglect**, so that all teachers, pupils and janitors alike, may know in case of actual fire what to do.

No one, not even the teachers, is expected to know whether it is simply a drill, or an actual fire. Principals will see that these fire drills are conducted in such a manner as to insure their serving their purpose.

All outside doors must be kept constantly unlocked while school is in session, and the principal should appoint larger boys whose duty it shall be to open all doors at the first ringing of the fire gong, and also appoint boys whose duty it shall be to assist primary pupils in escaping from their rooms.

Since pupils do those things well and best which they are accustomed to do, conduct the fire drill as nearly as possible after the plan that the pupils regularly follow when leaving their rooms.

Occasionally talk to the pupils concerning prevention of fire.

Fire Signals:

- (a). Several loud rapid taps of the fire gong—

All Attention:

- (b). Interval of three words.

(c). Two taps—pupils rise and march from the room and building. In passing from the building, pupils should be warned not to run, simply walk rapidly. Make the drills as realistic as possible, as they furnish a valuable means of discipline, aside from safety in case of fire.

d. Under no circumstances permit disorder or passing from the room faster than a walk.

(e). Teachers and janitors should be assigned definite positions and duties. Certain pupils should be taught how to use the fire extinguishers that will be found in the building.

ELEMENTARY SCHOOL, PROMOTIONS, ETC.

A school survey committee consisting of several of the most prominent educators in America recently issued a report in which they stated that nearly a week's time is virtually lost at the close of each semester—half a month each school year—in holding final examinations to determine promotions.

Examinations, tests and reviews, both written and oral are valuable phrases in the educational process, but

care must be taken lest they be considered and treated as ends in themselves. To hold "final" examinations simply to determine **fitness for promotion** is certainly a wasteful abuse of valuable time and gives the child a grossly exaggerated notion of the importance of final examinations. Such a process inevitably results in concentrating the efforts of both teacher and pupils on passing the "final" examinations. Under these conditions the best of teachers can scarcely avoid adjusting her efforts, not in the way she thinks will best serve the interests of her pupils, but in the way she thinks will best prepare them for making a creditable showing in the final examinations. Any competent teacher ought to know, thinks she knows, and probably does know as much about the ability of her pupils before as after a "final" examination. By all means give examinations, tests, and reviews in abundance, both written and oral, but give the work throughout the semester at times when it will prove most effective, not merely as a mechanical operation. The wise teacher will always use her best judgment in evaluating **all** the child's efforts; daily work tests, reviews, outlines, etc., in the determining of grades, not forgetting that the nature of the work from day to day is the safest, surest index to true progress and that after all our real victories are in our daily work.

The closing days of the semester offer a rich, ripe time to definitely review, co-relate, and outline the great lesson truths that have been developed and taught during the term. Be sure that you use this most valuable time in building these truths into the child's very life, so that he leaves the work, imbued with the fact that it is a real possession, a personal gain.

Promotions in the elementary school shall be made solely on the recommendation of the teacher and grade supervisors, based on the daily work and general ability of the child, all promotions being made subject to the advice and approval of the superintendent.

Grades of not less than **Fair** may be accepted for promotion and pupils making a general average of **Good** with no grade less than **Fair** will be entitled to promotion with the designation "Honor Promotion." Pupils with no grade less than **Good** and one-half or more of all grades **Excellent** will be entitled to the designation "Promoted with Highest Honors." But in all cases conduct, attitude and general deportment must be satisfactory and there must be no unexcused absence or tardiness.

HOME COOPERATION AND CREDITS.

One of the most vital problems of school administration today is that of securing a closer cooperation between school and home life. When a child learns that **education is living and working in the best way** he has made considerable on the educational road. Our school curriculum should encourage this wholesome attitude toward every day tasks.

Children must have time for real play and plenty of it, but let us not forget that real work is also a part of the child's rightful heritage, and that when rightly directed, children like to work—they are eager to take part in some of the real activities of life, however, they must not be permitted to attempt too much—a reasonable amount of **work well done, regularly and suited to the child's age and ability** is what is desired. No grade on the quality of the work done by the child is required, but merely the approximate time regularly devoted to that task or set of tasks. Merely note the time, one hour, or two hours in the proper column on the card. Your filling out and signing this card will be taken as your guarantee to us that the work was well done regularly and satisfactorily. The work may include any one or more of the many home tasks or any work done regularly, as sewing, ironing, washing dishes, preparing meals, baking, cutting kindling, gardening, milking, caring for poultry, feeding stock, making beds, music lessons, tending furnace. Some tasks are performed daily, others weekly, as regular Saturday chores, music lessons, and the like. Nothing less than an hour's work is to be recognized, although two or more tasks may be grouped to make an hour's work daily or weekly. The average child will be anxious to figure his home services in the large but a reasonable conservative "statement of account" will have a greater disciplinary value and will make for efficiency. The unit of home credit will be one hour's daily work throughout the month. Time spent on regular weekly tasks will be adjusted by the teacher on this basis. If the work in quantity, quality and regularity is deemed worthy, the teacher will credit the pupil with the number of home credits earned, which will add to the pupil's standing at the end of the semester in determining promotion. Each unit of home credit will have the effect of raising the **monthly grade** in some subject one step, as from **Poor to Fair or Fair to Good**. By means of home credits the pupil has an opportunity to raise his promotion stand-

ing to "Promoted with Honor" or "Promoted with Highest Honor" as the case may be, if he should lack a point or two and have earned considerable home credits to offset this.

HOME STUDY

The proper place for learning lessons is in the school under the supervision of trained experts, not in the home amidst more or less confusion and without proper aid. The growing child needs his hours out of school for mental relaxation and physical development. It is as much the duty of the teacher to **train the child in how to study effectively and to work rapidly, accurately, and with undivided attention** as it is his or her duty to instruct.

Moreover, a child should be trained in doing something useful and helpful in the home, which serves at once to develop the child's resourcefulness and independence, and serves as a needed change from the restrained conditions of the school room.

In the elementary schools and in the Junior High School, pupils will be expected to prepare all assigned lessons in school under the supervision of the teacher. The object of the lengthened period is to afford opportunity for supervised study and drill.

However, collateral reading may be advantageously carried on at home as outlined by the teachers.

Pupils in the Senior High School are expected to devote such time to their studies at home as is necessary to make satisfactory progress. Parents are urged to cooperate with the school in this matter and see that such pupils have a proper study place and that they apply themselves properly, and study regularly.

HIGH SCHOOL.

Pupils may be admitted to the various classes of the Lewiston High School upon the following conditions:

A. Junior High School—

(1). Presentation of certificate showing completion of work outlined for the Lewiston Elementary Schools, or of any public or private school, held to be the equivalent of the Lewiston Elementary School.

(2). Passing a satisfactory examination under the direction of the principal of the Junior High School.

B. Senior High School.—

(1). Satisfactory completion of eleven units of work outlined for Junior High School.

(2). Certificate of work done in other schools held to be the equivalent of the work done in the Lewiston Junior High School.

(3). Passing a satisfactory examination under the direction of the principal.

Special Students.

Pupils over age, who through some misfortune fail to meet technical requirements for admission, but who exhibit an earnest desire, will be given special consideration, and may be admitted to such classes as the Superintendent may direct. Satisfactory work shall result in the pupil's receiving regular classification with full credit for all preceding work.

Daily Sessions:

Each recitation period is sixty minutes long, including time for readjustment of classes and the schedule is arranged to give as much flexibility as possible. The school day is divided into seven periods, each sixty minutes long, except morning exercise period, which is twenty-five minutes.

General Exercise—8:30 to 8:50.

First period—8:50 to 9:50.

Second period—9:50 to 10:50.

Third period—10:50 to 11:50.

Noon intermission—11:50 to 1:00.

Fourth period—1:00 to 2:00.

Fifth period—2:00 to 3:00.

Sixth period—3:00 to 4:00.

Pupils not occupied at any hour will remain in assembly room for study or be assigned to the gymnasium for special drill in physical work under the direction of a teacher.

Recitation Periods:

After careful consideration the traditional forty minute period has been abandoned and sixty minute periods are offered all secondary work. By this arrangement the time requirements of all subjects are as nearly as possible made equal. In a subject involving laboratory work five daily recitation periods a week are scheduled—a total of three

hundred minutes, twenty minutes more per week than under the former plan.

The amount of time devoted to laboratory exercises and other forms of class room activities is left to the teacher. The same plan is to be carried out in the work in manual arts, home economics and drawing. With the understanding that these courses are to be so administered as to require appropriate supplemental activities outside the recitation period. The sixty minute period offers a splendid opportunity for a most fruitful organization of class room work. In general school work the first portion of each period will be devoted to recitation work and the latter portion to supervised study. Pupils need to be taught **HOW TO STUDY**, under the supervision of the teacher. Definite problems and situations may thus be clearly presented and methods of attack definitely organized so that study may be economically conducted.

This study-lesson-period—that portion of the recitation period to be devoted to supervised study in which the teachers directs thought and activities in the solution of problems and situations—constitutes the basis for further independent study and verification.

This arrangement of time will no doubt prove a valuable factor in the school economy. It saves time wasted in the frequent class changes, simplifies program making and best of all offers daily drill in each subject in learning how to study.

HIGH SCHOOL CREDITS—GRADUATION.

The amount of work required for graduation from the Lewiston High School shall be twenty-four units. A unit represents a year's satisfactory work in any subject, pursued five days per week.

The High School period is the plastic period of youth in which powers are discovered and developed, and habits fixed. The ideas formed during this period measure the degree of success and happiness in later life. The activities of the High School should seek to promote the discovery and development of each pupil's dominant interest and for this reason the stereotyped High School course must give way to differentiated work which offers the boys and girls an opportunity to find themselves. Each grade in the High School consists of two classes, designated as B and A, respectively and regular promotions take place twice each school year, based upon the number of units

earned. Special promotions, however, may be made at any time when deemed advisable.

Diplomas of graduation will be granted pupils who have secured a total of twenty-four units of credit, including all required studies and work, and whose conduct and general standing would entitle them to this recognition.

Pupils who are enrolled for the first time in classes above the first year in the Junior High School are to be credited with the equivalent of the studies pursued elsewhere. Students of good ability or who are very industrious shall have the privilege of pursuing five subjects a year, and thus shortening the High School course to five years. Many schools have shortened their elementary course to seven years. This, with four years of High School work would permit a pupil to graduate in eleven years. This shortening the time devoted to elementary and high school work is quite generally demanded. We believe, however, that this can be more wisely done by offering six years' elementary work, followed by six years of secondary work in the Junior and Senior High Schools, where an excellent opportunity is offered industrious pupils the privilege of taking an extra subject occasionally, which together with outside industrial credit would enable them to earn enough credits to graduate in five years, thus placing a premium on industry and initiative. Of the twenty-four units required for graduation, nine are in especially prescribed subjects and fifteen units in electives.

Prescribed Subjects:

English—5 units.

Mathematics—2 units.

History-Geography—1 unit.

History-Citizenship— $\frac{1}{2}$ unit.

General Science— $\frac{1}{2}$ unit.

There are certain studies which all pupils are expected to take, as they are fundamentally important and afford an introduction to the great departments of human knowledge, with the elements of which every person who proceeds with formal education should have some acquaintance. In addition, drills in physical training, singing, penmanship and memory work, etc., will be required.

Beginning with the first senior year's work, English is the only required study, and the work of the third senior year is entirely elective, a sufficient number of electives must be taken to earn at least four credits each school

year, unless the student is granted special permission to take a fewer number of subjects by the principal.

The choice of subjects is determined in part by the sequence of the subjects themselves, and in part by the purpose which parents and child may entertain in regard to the school work.

The schedule and time of classes and arrangement of study will be so planned that a pupil may elect the subjects most desired or those required for admission to college or university. Pupils preparing for college or university should make known as soon as possible the particular school which they expect to enter so that entrance requirements for that particular institution may be met. The Lewiston High School offers work necessary to prepare for entrance without examination to the leading colleges and universities.

As a further guide in the selection of studies let it be remembered that each pupil beginning with the junior third year will be required to complete, for graduation, in addition to the prescribed work at least three units of elective work in one of the following groups; and at least two units of elective work in one of the remaining groups:

- A. Mathematics.
- B. Science,
- C. History,
- D. Foreign Languages.

CONTINUATION AND SUPPLEMENTAL WORK.

Young people are or should be interested in pursuing some line of work through their own initiative. Any number of laudable educational activities are not listed in the work offered, but under wise and stimulating guidance these border-land pursuits may be made most fruitful in the lives of pupils and worthy of school recognition: Wireless telegraphy, photography, conspicuous work in school enterprises, special achievement in the application of manual or artistic skill. The industrial pursuits will suggest many opportunities for work of this character. Many of these pursuits may be continued throughout the summer vacation, the amount of credit earned will be determined with reference to the individual applicant. **It is entirely feasible and possible for pupils to earn one-half unit of credit a year in leisure hour pursuits, and graduate much stronger students than were such work not attempted.**

Pupils desiring to receive credit for such activities must make definite arrangements before beginning the particular line of work, so that clear understanding may be had as to requirements. In giving credit for this line of work, it should be understood that mere routine work involving no progress in learning or skill will not be considered. It is the purpose, however, to provide a way for giving credit for earnest effort and definite attainment, so long as these activities carry with them some educational value.

Pupils will be encouraged to select some pursuit which will serve to organize their various interests about a central purpose. The essential characteristic of the vocational motive is its tendency to lead forward—therein lies its value. A wide range of meaning attaches to the term and it must not be restricted to a narrow view. It may be that the dominant motive is an ambition to enter college or a keen desire to enter some occupation early in life, or a delight in excelling in the sense of mastery of whatever is undertaken. Whatever it may be if wisely directed, later in life this dominant motive may develop into a particular vocation, whereby a living is made, or it may be an avocation whereby an increased opportunity is afforded for obtaining relief from the stress of business and a better opportunity to appreciate values in life.

Parents' cooperation in all things pertaining to the youth's welfare and work is earnestly solicited.

A maximum of three units is available for continuation and supplemental work. The following list is intended to indicate a few of the many lines of work for which credits may be given:

Regular weekly piano, violin, cornet, pipe organ, or voice lessons under an accredited instructor, one-fourth unit per year, not to exceed four years.

Active membership in any High School band or orchestra or approved city musical organization, one-fourth unit per year, not to exceed four years.

Regularly organized High School Glee Club or Chorus work, one-fourth credit per year.

Credit for music work is limited to two units.

Regularly organized weekly literary work, public speaking, expressive reading, one-fourth unit per year, if under the direction of a High School teacher.

Satisfactory work in any regularly organized High School athletic organization or gymnasium work will entitle

the student to a credit of one-fourth unit per year, not to exceed four years.

The foregoing list enumerates only a few of the lines of supplemental work that may be offered for a credit during the year. During the summer vacation, regular, systematic work in agriculture, horticulture, gardening, poultry raising or definite faithful work in the home, etc., followed by a satisfactory outline and discussion, so that careful planning, preparation and thinking were introduced into the execution of the work, may receive one-fourth unit of credit.

SYSTEM OF MARKING RESULTS.

The scholarship records and all reports to students and parents will be indicated by the words given in full: Excellent, Good, Fair and Poor. These words may be abbreviated in the permanent records to E. G. F. and P.

Promotion is determined primarily on the scholarship record, but account will also be taken of the rating in the following traits: Industry, attention, attitude and improvement. The meaning which the school attaches to these traits is as follows:

Industry represents working power applied continuously and actively in the mastery of assignments. It is the quality of response a pupil exhibits in the daily preparation of lessons, either under self-direction at home or under partial supervision in the school. The test of industry lies in the character of the results of study as revealed in the recitation.

The boy who has learned to place a proper value on industry will develop into the man who places an adequate value on his moments. Such a man will have time, not only for the occupation necessary to self-support but for active participation in worthy forms of service, and for indulgence in those refined pleasures for which the purely cultured training has prepared him.

Initiative represents the ability to plan and execute, the ability to go forward without detailed oversight. The pupil who works with a purpose, more or less independently, gives evidence of initiative.

The boy, who, under careful supervision and purposeful guidance, has developed his powers of initiative, will be the man capable of intelligent self-direction and independent action.

Attention consists in withholding thought from diverting subjects and fixing it upon the problem in hand. Practically, attention means thoughtfulness. It is the ability to stick to a subject, to think it through and to test conclusions.

The boy who has acquired the habit of attention to the problems in hand will be the man with the power of concentration, that power essential to the deepest enjoyment and to the highest success.

Attitude represents the disposition of a pupil toward the work of the school. Questions like the following are raised in determining the character of a pupil's attitude: Does he show a willingness to respond to the demands of the teacher? Does he regard the preparation of his lessons as serious business? Does he cooperate in advancing the interests of the class?

The boy who has been trained to place himself in a wholesome attitude toward his work and toward his fellows will be the man of the sane, broad vision and of wholesome attitude toward life. He will have the foundation for the broadest culture—culture interpreted as the capacity to understand the problems of modern life, and the ability to assist in solving them.

Improvement represents the amount of progress and accomplishment.

The student should be trained to demand of himself constant improvement in his work as an indication of growth of his powers. A student so trained will become a man who is never satisfied except with the consciousness that he is in the line of progress. He will not only demand progress in self-development, but he will ally himself with the progressive forces which make for the elevation, the refinement, and the inspiration of a democratic society.

As the High School period is the plastic period of youth, the powers discovered and developed, the habits fixed, the ideals formed during this period largely determine the measure of success and happiness in later life. The activities of the school should especially promote the discovery and development of each pupil's dominant interests.

The method of rating pupils establishes a standard by which they estimate their own work and the work of their fellows.

GENERAL NOTES.

The High School student's fitness to receive credit for work will be evaluated by the teacher from the student's **daily work**, and such tests, drills, and examinations as may be given from time to time to develop power and skill in expressing the content of knowledge gained. Moreover, the pupil's general standing in **industry, attention, attitude, initiative and improvement** will have much weight in determining the student's rating.

As a rule final examinations will not be given at the close of the term. Given at this time they are mechanical and lose nearly all educational value; moreover they give the pupil an exaggerated notion of their value and relieve the teacher of educational responsibility.

Make good use of the closing days of the term in systematic reviews and discussions that will clarify, unify and classify the work of the term so that the student may leave it with a sense of mastery and power that would otherwise be lacking.

The student must be impressed from the beginning with the importance of making a good record every day; that the best preparation for good work tomorrow is good work today; that the twelfth hour effort of "cramming" will not be accepted in lieu of satisfactory work. Earnest work and regular, punctual attention are absolutely necessary for the best grade of satisfactory work.

Should a student fail to maintain a satisfactory standing of work to the close of the term, he will be denied credit unless excused by the principal for a good and satisfactory reason.

Students whose average term standing in all subjects represented on the report card is "**good**" or better and no grade less than "**Fair**" will be designated on the permanent records as "**Honor**" students.

Students having no grade less than "**good**" and one-half or more of all grades "**Excellent**" will be designated "**Highest Honor**" students.

The world's estimate of the pupils' work will probably be expressed as **Excellent, Good, Fair** or **Poor**. The same form of expression will be used by the teacher in designating the pupils' standing. On reports to parents the words are to be used in full; on the permanent records of the school they are to be abbreviated as E, G, F and P.

At the close of each school year the pupils are to receive a card indicating definitely the number of credits

earned during the year; and, if the standing is **Honor** or **Highest Honor**, the fact is to be stated thereon.

All promotions in the High Schools shall be by units of credit, taken together with the students' general ability and attitude.

Grades of not less than Fair may be accepted for credits; providing, there is no unexcused absence or tardiness charged to the student and that his general conduct and progress are satisfactory."

A single case of tardiness or absence may be held inexcusable and may forfeit all claims to honor promotion; while in another case, several days absence on account of illness or absolute necessity might be held excusable. Of course, in all cases lost work must be made up as nearly as possible, bearing in mind that it is almost impossible to recover lost opportunity.

Each student is required to carry four periods of work, unless excused for a cause by the principal.

Students who maintain a scholarship standing of **Good** or better, shall be permitted to carry five subjects. No other pupil shall have this privilege unless special permission is given by the principal.

Special students will not be encouraged, but special cases will be given consideration.

No student may drop a subject during the semester without the consent of the principal.

No student will be permitted to hold class offices or to represent the High School in athletics, debate or declamation, who is not carrying at least three full and regular studies.

Classification of Students:

- 2 credits classifies a student as Junior I A
- 3 credits classifies a student as Junior II B.
- 5 credits classifies a student as Junior II A.
- 7 credits classifies a student as Junior II B.
- 9 credits classifies a student as Junior III A.
- 11 credits classifies a student as Senior I B.
- 13 credits classifies a student as Senior I A
- 15 credits classifies a student as Senior II B.
- 17 credits classifies a student as Senior II A.
- 19 credits classifies a student as Senior III B.

As a rule, credit will not be given for less than one year's work in any subject, unless that subject be designated as a half-year topic.

The maximum of three credits will be available for continuation and supplemental work.

Unsatisfactory work on the part of any pupil, indicating probable failure, shall be reported at once to the principal, in writing by the teacher.

The laboratory deposits fee of \$2.00 per year in Chemistry and Physics, and \$1.00 in other sciences, involving student laboratory work, payable in advance, is required of all pupils registering in such subjects. All such deposits must be made to the head of the science department, who will return it at the end of the year, less breakage and loss of apparatus.

Registration should be made not later than Friday preceding the opening of school so that a definite program of work may be mapped out and school work begin without any delay or waste of time.

Pupils will not be permitted in the building before 8:10 a. m. for the morning session or 12:45 for the afternoon session, nor after 4:00 p. m. unless given special permission by the principal or teacher in charge.

Pupils who bring lunch will be assigned to a room known as the lunch room, and will not be permitted elsewhere in the building until after 12:45 p. m.

All high school teachers are expected to report to their respective principal for room and hall duty not later than 8:10 a. m. All halls and rooms to which pupils have access will be placed in charge of teachers who will be held responsible for discipline, etc.

Pupils who are absent or tardy must present to the principal, a written excuse from parent or guardian on the first school day following the day on which the absence or tardiness occurred.

A program clock will ring all bells and give all signals in the High School building. A warning bell is rung at the close of the recitation periods and at the close of the study periods.

Pupils will not use telephones during school hours; nor will teachers be called from recitations or regular school work to answer telephones.

At the beginning of each school year, a class adviser shall be appointed by the junior principal for each A and B division in the junior high school. It shall be the special duty of the adviser to look after the welfare of the class as a whole, and see that individual members are given such helpful advice and encouragement as will insure their well doing in school. The adviser should meet

with the class and its individual members frequently, so that he or she may thoroughly understand their needs and wisely direct the help extended. Absence, sickness, loss of interest, or failure in work on the part of any pupil should receive immediate attention. Each adviser should consider himself or herself the special guardian of the members of the class, looking after the social and physical as well as the mental welfare of the class. Class advisers must attend all meetings of their respective classes and assume charge and responsibility for the same, and they shall refer to the principal for his approval all arrangements for games or other functions that may be proposed. They shall submit through their student treasurer a financial report at the close of each semester. No class will be permitted to hold class meetings except by permission and under the direction of the class adviser. The class adviser is charged, as no other teacher in the school, with the responsibility of the well-being and well-doing of each boy and girl, assigned to him—let him be faithful to his trust.

In the senior high school, class advisers shall be appointed for the year, by the senior principal, one for each A and B division, with the exception that all students who at the beginning of the year are classed as Senior III and who are candidates for graduation during the year, shall be grouped under the guidance of what is known as the senior class adviser. The responsibilities of the class adviser in the senior high school will be quite the same as in the junior high school.

All social functions are forbidden the use and name of the school class or grade of school, or other substitute for same, except by special permission of the Superintendent.

A committee on credits consisting of the Principal of the Senior High School, Principal of the Junior High School and Superintendent, will be charged with adjusting all doubtful questions of credits, promotion or graduation.

In order that all departments of the High School may work in closest cooperation, there shall be organized a High School Council consisting of the High School principals, heads of departments and superintendent. The council shall meet at least once a month for careful consideration of all vital questions pertaining to the welfare of the High School.

TEXT BOOKS—PUBLISHERS—RETAIL PRICE

Grade Text-Books.

Readers:

Primer—Free & Treadwell; Row, Peterson & Co., 32c.

First Reader—Free & Treadwell; Row, Peterson & Co., 36c.

Second Reader—Free & Treadwell; Row, Peterson & Co.,
40c.

Third Reader—Free & Treadwell; Row, Peterson & Co.,
45c.

Fourth Reader—Free & Treadwell; Row, Peterson & Co.,
50c.

Book One—Searson & Martin; University Publishing Co.,
60c.

Book Two—Searson & Martin; University Pub. Co., 65c.

Book Three—Searson & Martin; University Pub. Co., 65c.

Language:

Aldine First Language Book—Newson & Co., 38c.

Live Language Lessons (Books I and II)—Univ. Pub. Co.,
45c.

History:

History for Graded Schools—Kemp; Ginn & Co., \$1.00.

Introductory American History—Bourne & Benton; D. C.
Heath & Co., 60c.

Arithmetic:

Primary—Stone-Millis; Benj. H. Sanborn Co., 35c.

Intermediate—Stone-Millis; Benj. H. Sanborn Co., 40c.

Geography:

Elementary,—Tarr & McMurray; Macmillan Co., 60c.

Advanced—Tarr & McMurray; Macmillan Co., \$1.00.

Physiology:

Primer of Hygiene—Ritchie; World Book Co., 40c.

Primer of Sanitation—Ritchie; World Book Co., 50c.

Writing:

Palmer Method, Primer—Palmer; A. M. Palmer Co., 15c.

Palmer Method, Advanced—Palmer; A. M. Palmer Co. 25c

Spelling:

American Word Book—Patterson; American Book Co., 25c.

High School Text-Books.

German:

- German Grammar—Bacon; Allyn & Bacon, \$1.25.
In Vaterland—Bacon; Allyn & Bacon, \$1.25.
A Practical German Grammar—Thomas; D. C. Heath & Co., \$1.25.
Easy Lessons in German—Dreyspring; American Book Co., 60c.
Dies und Das—Fick; American Book Co., 25c.
Geschichten von Rhein—Stern; American Book Co., 85c.
Geschichten und Maerchen—Foster; D. C. Heath & Co., 25c.
Elementarbuch der Deutschen Sprache—Spanhoofd; D. C. Heath & Co., \$1.10.
Yung Deutschland—Gronow; Ginn & Co., 90c.
Altes und Neues—Seeligmann; Ginn & Co., 35c.
Prose Composition—Pope; Henry Holt & Co., \$1.00.

Latin:

- Latin Primer—Nutting; American Book Co., 50c.
Latin First Reader—Nutting; American Book Co., 60c.
Caesar's Gaellic War—Walker, Scott, Foresman & Co. \$1.25
Latin Grammar—Bennett; Allyn & Bacon, 80c.
Cicero—D'Ooge, Benj. H. Sanborn Co., \$1.25.
Latin Composition; Caesar—D'Ooge; Ginn & Co., 50c.
Latin Composition; Cicero—D'Ooge; Ginn & Co., 60c.
Colloquia Latina—D'Ooge; Ginn & Co., 40c.
Nepos—Roberts; Ginn & Co., 75c.
Vergil's Aeneid—Knapp; Scott, Foresman Co., \$1.00.

Spanish:

- Elementary Spanish Reader—Harrison; Ginn & Co., 55c.
Fortuna—Escrich; Ginn & Co., 55c.
Libro Primero de Lectura—Cyr; Ginn & Co., 35c.
Libro Segundo de Lectura—Cyr; Ginn & Co., 40c.
First Spanish Book—Worman; American Book Co., 45c.
Second Spanish Book—Worman; American Book Co., 45c.
Introduction a La Lengua de Castellana—Marion Y Des Garennes; D. C. Heath & Co., \$1.00.
Zaragüeta—Carrion & Asa; Silver, Burdett Co., 55c.

English:

- Elementary English Composition—Scott & Denny; Allyn & Bacon, 80c.
New Composition-Rhetoric—Scott & Denney; Allyn & Bacon, \$1.20.

New History of English Literature—Halleck; American Book Co., \$1.30.

History of American Literature—Long; Ginn & Co., \$1.35.

Advanced English Grammar—Kittredge & Farley; Ginn & Co., 80c.

Grammar, Revised—Beuhler; Newton & Co., 60c.

New-Word Analysis—Swinton; American Book Co., 35c.

Mathematics:

A First Course in Algebra—Kent; Longmans, Green Co., \$1.00.

A Second Course in Algebra—Hawkes, Luby & Touton; Ginn & Co., 75c.

Plane and Solid Geometry—Ford and Ammermann; Macmillan Co., \$1.25.

Advanced Arithmetic—Stone-Millis; Sanborn & Co., 45c.

Modern Business Arithmetic—Sweet; Sweet Publishing Co., \$1.00.

New Intellectual Arithmetic—Stoddard; American Book Co., 35c.

Plane Trigonometry—Wentworth-Smith; Ginn & Co.,

Science:

A First Course in Physics, Revised—Millikan & Gale; Ginn & Co., \$1.25.

Physics Laboratory Manual—Cavanah and others; Ginn & Co., 70c.

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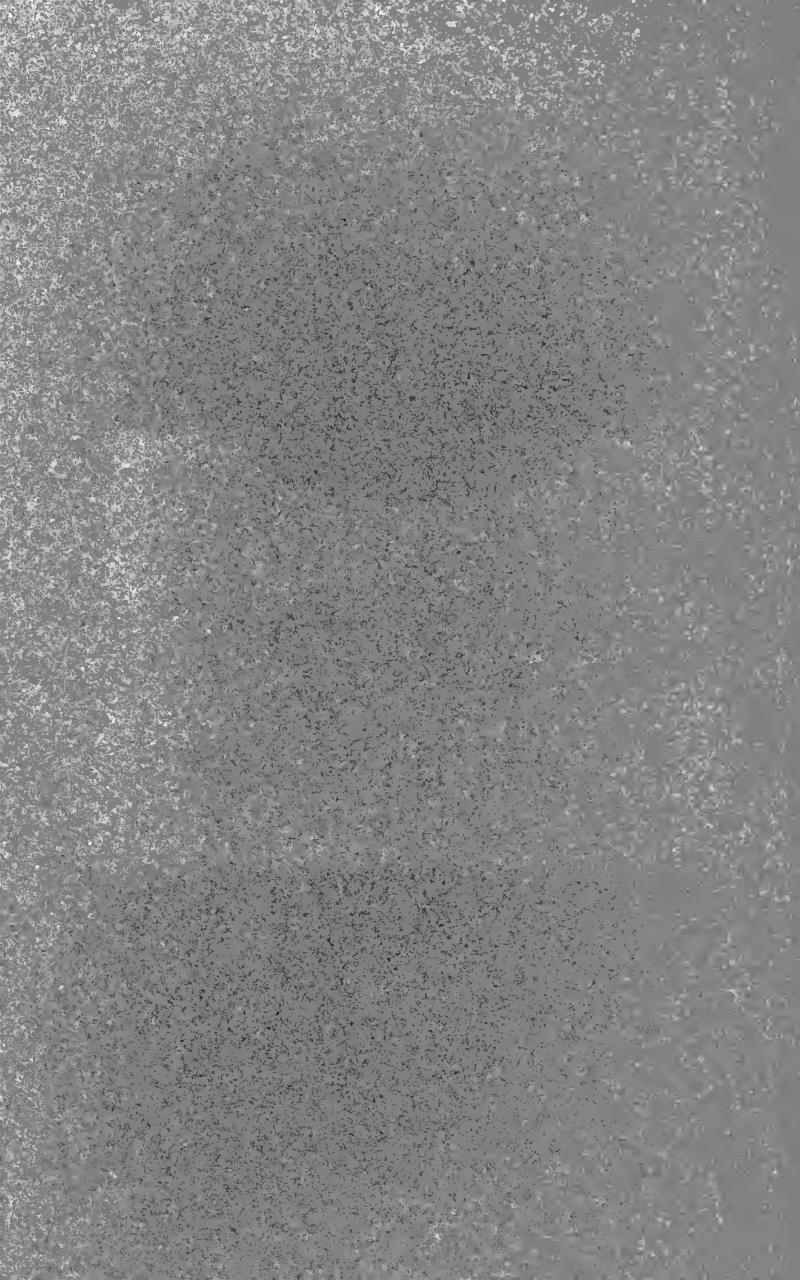
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